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ABSTRACT

Intended for students in grades 4-7, the lessons in this guide focus on law related education. Major objectives are for students to gain an understanding of (1) the laws and legal practices in a democratic society; (2) the concepts of authority, order, property, and justice in the operation of institutions; and (3) the processes and functions of consumer issues and law enforcement. Teaching strategies include classroom starter exercises, role playing, case studies, and skits. The guide covers three major topics. First, the nature of rules and laws in group settings is discussed. Definitions of terms, lists of rules and laws, and a newspaper article with questions for the student are given to reinforce the topic. Section two presents lessons about vandalism. The focus is on vandalism in the school and community, Florida's laws regarding vandalism, and the consequences of breaking those laws. It includes the definition of vandalism and case studies with questions for students. The topic of shoplifting is covered in section three. A general description of shoplifting, Florida's laws regarding shoplifting, and the consequences of breaking those laws are given. There are case studies, short stories with shoplifting situations with questions, and teacher resource pages on Florida law. Appendices include tips on how to be an effective resource person and a short list of available films on shoplifting and vandalism. (Author/NE)

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CONSUMER LAW-RELATED EDUCATION MATERIALS

(Grades 4-7)

1982

HARDEE COUNTY

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SP 013 994

INTRODUCTION

For those citizens concerned about legal processes, the 1970s and 1980s revealed some perplexing and disturbing trends. Newspaper headlines and stories in the electronic media announced increases in crime (especially juvenile crime), court decisions which met with mixed reactions, and an array of administrative rule changes in courts, correctional systems, and schools which were misunderstood or the subject of heated controversy. While the facts surrounding these trends may be clear, responses to the facts have revealed value conflicts among citizens who have differing perceptions of authority and law in a free society.

An informal survey of editorial pages in newspapers reveals the extent of such citizen concern and the areas of conflicting perceptions:

1. A growing concern over crime with ambivalent confidence in, and support for, legal institutions and law enforcement agencies.

2. Perplexity over the extent of juvenile crime and related problems, with many explanations which lead some persons to demand a severe "crack down" by authorities, while other persons demand the reordering of American institutions.

3. A lack of understanding of the function of law in a free society and practical limitations of legal processes and correctional agencies alone to cope adequately with crime and delinquency.

4. A lack of attention to matters of law and personal responsibility in schools which directly affect younger citizens' understanding of legal processes and the formation of values appropriate to developing a sense of efficacy in their personal lives and in the legal fulfillment of their personal needs.

These areas of citizen concern can be met in part by an educational program which is focused, not only upon the present problems and immediate solutions, but also is concerned with the long term impact of the "solutions" upon citizen behavior and values. Such an educational program would be built upon citizen support and participation and would strive for the following broad objectives:

1. An understanding of the law and legal processes in an open, democratic society;

2. An understanding of the concepts of authority, order, property, and justice in the operation of legal and other institutions of our democratic society;

3. An understanding of the processes and functions of consumer issues and law enforcement in a free enterprise, democractic society; and

4. An understanding of the relationship between personal behavior and responsibility, on the one hand, and the needs of the social order, on the other, in a free society.

The activities and materials in this volume are attempts to begin law-related education for children in our schools. Our concern was with what children and their teachers were ready to work with. Together, with teachers, we developed initial materials related to rule-following behavior.

We are pleased by these initial attempts and hope that others find them useful.

Wayne Duncan

Wayne H. Duncan
Director
Tri-County Teacher Education Center
(Hardee, Highlands and Okeechbee Counties)

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HARDEE COUNTY HIGH SCHOOL

STUDENT HANDBOOK

1981-1982

RULES AND LAWS

To introduce Vandalism and/
or Shoplifting lessons, the
teacher might like to deal
first with the nature of
rules and laws in group settings.
The following activities will be
helpful.....

Rule-Making

What is *rule-making?* Well, that's easy. It could be having the class *decide* upon what rules to have on a field trip. It could be *making decisions* about how punishments are given in class. It could even be *writing down guidelines* on how the class should discuss a proposal.

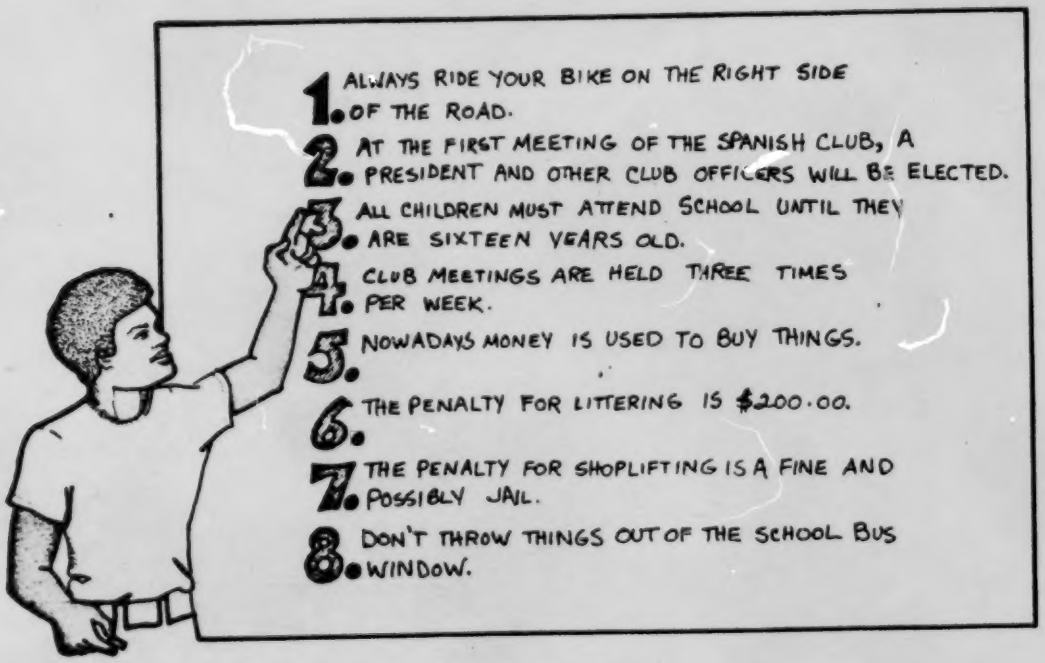
So, *rule-making* is when you help make decisions that the group will follow.

Questions:
1. **What is *rule-making*?**
2. **What are some ways to *make rules*?**

ANYBODY CAUGHT TRASHING UP THE TRAIL OR CARVING ON THE TREES MUST PAY SOMEHOW.
HOW ABOUT PUTTING THEM ON A CLEAN-UP CREW TO MAKE THE PENALTY FIT THE CRIME?

Rules and laws are usually written guides about the way we act. Rules are usually general guides that apply to some people. Laws are usually written, legal guides that apply to everyone. Rules are usually used to organize our activities, to protect our rights, to give us information, and to protect our safety. Some rules are written, while others are talked about and generally accepted. Look at some of the different rules or laws which follow and think about these questions:

1. **What does this springboard describe?**
2. **What is a "rule" or "law"?**
3. **Why do we have rules and laws?**
4. **Why was each rule and law made?**


1. ALWAYS RIDE YOUR BIKE ON THE RIGHT SIDE OF THE ROAD.
2. AT THE FIRST MEETING OF THE SPANISH CLUB, A PRESIDENT AND OTHER CLUB OFFICERS WILL BE ELECTED.
3. ALL CHILDREN MUST ATTEND SCHOOL UNTIL THEY ARE SIXTEEN YEARS OLD.
4. CLUB MEETINGS ARE HELD THREE TIMES PER WEEK.
5. NOWADAYS MONEY IS USED TO BUY THINGS.
6. THE PENALTY FOR LITTERING IS $200.00.
7. THE PENALTY FOR SHOPLIFTING IS A FINE AND POSSIBLY JAIL.
8. DON'T THROW THINGS OUT OF THE SCHOOL BUS WINDOW.

What About Bus Rules? Here are some handy tips for kids who want a safe trip.

Make sure your kids know school bus riders' rules.

1. **Wait for your school bus well off the roadway.**
2. **Remain quiet while the bus is in operation.**
3. **Always follow the instructions of the bus driver.**
4. **Remain in your seat while the bus is moving.**
5. **Keep your head and arms inside the bus at all times.**
6. **Watch for traffic when leaving the bus.**
7. **Learn emergency procedures, and follow them.**

Are there any other rules you might add to the list?

BOOKS

Textbooks are furnished free by the State and are loaned to students each year.

Rules for care of textbooks are as follows:

1. No books are to be left on walks, benches or on the ground at any time.

2. There will be no underlining or marking in books.

3. Books lost or damaged beyond use due to neglect or carelessness shall be paid for at purchase price. (Torn pages should be reported to the teacher at once.)

The above also applies to library books, and the child's report card will be withheld until the debts are paid.

Why would a school have rules for school and library books?

What are the CONSEQUENCES of breaking these rules?

LAWS AS RULES

Arcadia Youth Caught Inside Clothing Store

A 15-year-old Arcadia youth was arrested inside a western clothing store just south of Wauchula last week after he tripped a silent alarm in the sheriff's office.

Kenneth Page was charged with armed burglary last Tuesday when he was captured inside the Circle 3 Western Store about 9:35 p.m. by Lt. Farrell Hendrix and Deputy Earnest Lovett.

Lovett said Page broke into a vacant restaurant (Colan's), at the corner of Carlton Street and U.S. 17, through the back door, and went through an inside door into the clothing store.

He said he and Hendrix responded after a silent alarm went off at the sheriff's office at 9:34 p.m.

Hendrix, who saw Page inside the store through the front window, held his gun on him while Lovett followed his path through the back of the restaurant.

After disarming the youth, who was carrying a knife, Lovett said he put him under arrest.

He said Page was a runaway and had been living in a customer's car behind McCrary's Gulf Station next to the western store.

From the car, he said, they recovered some property that had been reported stolen.

A deputy in DeSoto County also told him that Page's arrest cleared up several burglaries down there, he said.

Page was turned over to the Division of Youth Services for detention.

Page 8-A The Herald-Advocate September 17, 1981

Read the newspaper article on the "Arcadia Youth."

1. What rule did he break?

2. How serious is this rule?

3. Why does society have rules prohibiting this kind of behavior?

4. Is this rule a fair one? Why?

What can happen to this Arcadia Youth?

Police catch.....release to parents or place in the Bartow youth detention center

Judge and Division of Youth Services, Department of Health and Rehabilitative Services, persons do an "intake hearing".....could be:

released to parents;
held for trial as a youth
held for trial as an adult

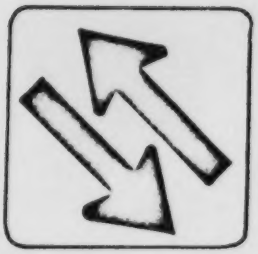
Circuit Judge holds a trial.....could result in:

release to parents
Parole (community control)
S.T.O.P center
S.T.A.R.T. Center
Interred in a Training School (Okeechobee, Marianna, Ocala)
Interred in an adult jail or correctional institution

VANDALISM

Lessons for learning about Vandalism in school and in the community, the laws regarding Vandalism, and the natural consequences of breaking those laws.....

DEFINITIONS: HOW DID WE GET OUR WORD VANDALISM?



VANDAL A GERMANIC PEOPLE WHO CAPTURED GAUL, SPAIN, AND NORTHERN AFRICA IN THE 4TH AND 5TH CENTURIES A.D. AND IN 455 A.D. DESTROYED THE CITY OF ROME.

VANDAL A PERSON WHO WILLFULLY OR IGNORANTLY DESTROYS, DAMAGES, OR DEFACES PROPERTY BELONGING TO ANOTHER PERSON OR TO THE PUBLIC.

1. What is VANDALISM?

2. Give five examples of VANDALISM involving PRIVATE PROPERTY:

3. Give five examples of VANDALISM involving PUBLIC PROPERTY:

4. List as many reasons as you can as to WHY some persons VANDALIZE public and private property:

HOW SERIOUS AN ACT OF VANDALISM?

Directions: Read the definition of vandalism below, then read the descriptions of the seven acts of vandalism. Below each description is a series of numbers from 1 through 7. Circle the number that represents your feelings about the seriousness of each act of vandalism. The numbers stand for a continuum ranging from 1 = not very serious to 7 = very serious.

> *Vandalism:* The willful and malicious destruction, injury, disfigurement, or defacement of property without consent of the owner or person having custody or control.

1. Six boys spray an animal laboratory with a fire extinguisher.
   1 - 2 - 3 - 4 - 5 - 6 - 7

2. A street sign reading 30 mph is altered to read 80 mph.
   1 - 2 - 3 - 4 - 5 - 6 - 7

3. Graffiti covers the restroom walls of a local high school.
   1 - 2 - 3 - 4 - 5 - 6 - 7

4. While celebrating a World Series victory, baseball fans throw rocks and cans through many windows of downtown businesses.
   1 - 2 - 3 - 4 - 5 - 6 - 7

5. A teenage girl puts a lipstick heart and initials on an ancient Indian rock carving.
   1 - 2 - 3 - 4 - 5 - 6 - 7

6. Several youths set fire to an open field and then call the fire department to see how long it takes for the fire trucks to arrive.
   1 - 2 - 3 - 4 - 5 - 6 - 7

7. On Halloween, two boys splatter several homes with eggs.
   1 - 2 - 3 - 4 - 5 - 6 - 7

Adapted with permission from *Focus on Law* 2, no. 2 (a publication of the Center for Law-Related Education), p. 6. This activity was based on a lesson developed by Michael V. Minton.

VANDALISM - WHO YOU?

Have you ever written on a wall in the bathroom? How many of you have ever seen someone writing on the wall in the bathroom or hall or cafeteria? How many of you have ever written in a textbook or on a desk? What do you think this is called? (Allow for a few responses.) This is called vandalism. Hundreds of years ago in Rome, Italy (use globe or world map - location) people who went through the streets tearing up property were called vandals.

Vandals come in all ages, sizes, shapes and colors.

Mr. Smith, Mr. Jones and their friends have worked every afternoon for a month building booths for the Halloween Carnival (funds from this event are used to buy new playground equipment for the children). The night before the Carnival, Johnny calls Mary and says, "Let's go see if the Carnival's ready, so Johnny meets Mary and they go over to Jimmy's house. "Hey, Jimmy, we're going to school to see if the Carnival's ready. Want to go?" "Yea! It sounds like fun!" So off they go to school! Surprise. The booths are completed, but, what's this? A board's loose! Johnny pulls on the board. "Hey, Mary, look! A sword." And they all want a sword and before you know it, the booths are destroyed. The next day when the children and teachers come to school, they find the booths wrecked. The Carnival has been canceled. What started as fun has caused unhappiness for many..

1. Were the kids committing vandalism?

2. Do you think Mary, Jimmy and Johnny went to school to tear up the booths?

3. Who's affected by this? (What if the kids identities weren't discovered?) (Could insert types of vandals and develop lesson from this.)

WHO IS THE VANDAL?

Tom and Frank go the bathroom after class. Tom is mad at Mrs. Smith for making him stay after school. While in the bathroom, Tom says he is going to write something bad about Mrs. Smith on the walls. Tom asks Frank for his pen. Frank lets Tom use his pen to write on the walls.

Joe comes in while Tom is writing and runs to tell the teacher. Tom gets in trouble for writing. What about Frank?

CONSEQUENCES

Case Study 1:

How many of you have a BB gun? How many of you have ever shot one? How many of you know the safety rules in handling guns? Do you know the laws regarding guns within the city limits? What are the penalities for destroying public property? Will your parents be held responsible?

Two boys got BB guns as a surprise from their fathers. They decided to have target practice in the school yard. They were aiming at some trees near a classroom. All of a sudden-- Pow! A window in one of the classrooms shattered. The boys ran home as fast as they could. The police catch the boys. What do you think will happen?

1. Why did the boys get BB guns?
2. Where did they go for target practice?
3. What were they doing on the school's playground?
4. Why did the boys run?
5. What if the boys had received rifles or shotguns as presents?
6. What if there were children playing on the school grounds?
7. What if there was someone near the windows inside the classroom?

Case Study 2:

How many of you have been angry at someone and tried to hurt them? What kind of things have you done to "get even"? Has it made you feel better?

Tom didn't study for a test. He failed the test and had to show the paper to his parents. To get back or get revenge on the teacher, he went to school on a Saturday and threw paint on several of the buildings, broke some windows, and plugged the water fountains with sand. The police caught him and called his parents. What happened to the boy?

1. Who was responsible for studying for the test?
2. Why did he have to show the test to his parents?
3. Why did Tom destroy school property?
4. Who ended up being hurt--Tom, his parents, the teacher?
5. What if Tom had passed the test?

6. What if Tom hadn't been caught?

7. What if Tom's parents had to pay for the damage?

8. Who should pay?

GETTING CLEAR ABOUT THE MEANING OF PROPERTY....PRIVATE & PUBLIC

PROPERTY: SOMETHING OWNED OR POSSESSED; SOMETHING TO WHICH A PERSON OR GROUP HAS LEGAL TITLE.....

OWNERSHIP :THE EXCLUSIVE RIGHT TO POSSESS, ENJOY, AND DISPOSE OF A THING...

1. Reflect upon the two definitions above. Property and ownership are important ideas in our society. Who OWNS the following things in your community:

Your family car:	The sewer plant:
Your school building:	Telephone poles:
The football stadium:	Street signs:
The county courthouse:	Your school books:
Your house:	Your bicycle:
The sidewalks:	Your pen and pencils:

2. Define the term PRIVATE PROPERTY, and give three examples.

3. Define the term PUBLIC PROPERTY and give three examples.

4. How are PRIVATE PROPERTY and PUBLIC PROPERTY different?

PERSONAL - PRIVATE - PUBLIC PROPERTY

Case Study 1:

Mary has homework in both her math and English textbooks, but it is pouring rain outside. She has no alternative but to walk home in the rain. On the way home she drops her books accidentally in a large puddle of water. Her texts are no longer usable.

1. What could Mary have done to avoid this incident?

2. Would you consider this a type of personal vandalism?

3. What would you, as students, consider to be a fair consequence of this action?

Case Study 2:

The incident's setting is a northern state during the winter months. It is dusk and quite hazy as snow falls steadily to the ground. Mike, Kevin, and Tim have met at the corner of the street to make plans for the weekend. A car driven by an elderly woman pulls up to the stop sign. Kevin decides to have a little fun so he lays down and grabs hold of the car's bumper. As the car proceeds through the intersection, the other two boys latch on along with Kevin. With their combined weights, the bumper is pulled off of the lady's car.

1. What type (personal-private-public) would you consider this incident to be?

2. What type of consequences would you choose for these boys?

3. What other things might have happened in this particular situation?

Case Study 3:

Mac and John are brothers and want to try out Mac's new 4-wheel drive truck with those wonderful huge tires. While riding around town, John spots an opportunity that is just too good to pass up! The gate to the high school football stadium was left open. A steady drizzle of rain throughout the evening has made the field in peak condition for their performance. Mac spins the wheels and races back and forth up the 100 yards to make several "touchdowns" with the new truck.

1. What type of vandalism would you consider this to be?

2. What should these boys be made to do in order to make amends for this destruction?

3. What would you do if you were the parents of these boys?

PERSONAL, PUBLIC, AND PRIVATE PROPERTY

Case Study 1:

John and Steve are in study hall. While the teacher is out of the room for a few minutes, the boys get involved in an intense game of "pencil break." During the game they each break a couple of their own pencils. Their teacher returns to find them still playing their game of pencil break. At this point, the game is stopped by the teacher.

1. Has an act of vandalism been committed? If so, how?
2. How could this incident affect other students?
3. How will John and Steve get more pencils for the rest of the day?

Case Study 2:

Carol and Sue have a tendency not to get all of their work in on time. Because of this, the girls failed Social Studies. Their parents had warned them about getting their work done and told them they would be responsible for their grades. They felt that their Social Studies teacher should not have failed them.

On their way out of school, the two girls see that their teacher is out of his room. Carol and Sue go into his room, take some magic markers and proceed to scribble all over the walls, desks, bulletin boards and the teacher's desk, chair and textbooks. As the girls were leaving the room, their teacher came into the room and saw what they had done. There was magic marker on the girl's hands, so there was no doubt that the girls had done the damage.

1. Who was vandalized?
2. How should the girls be punished?
3. Were the girls justified in what they did?

Case Study 3:

Earl is a quiet, shy boy who has few friends. In class Earl usually knows most of the answers to questions asked. Bobby is popular, but not always bright.

One day during English class, the teacher calls on Bobby to diagram a sentence. He really makes a mess of it. Earl then is called to do it and he does it correctly. Bobby feels embarrassed and blames Earl.

After school Earl comes out and finds his bicycle has had its tires and seat slashed and his spokes kicked in. Earl goes home very upset. Some other students had seen Bobby messing with Earl's

bike and when confronted by the police, he confessed to doing the damage.

1. What was vandalized?
2. Was Bobby justified in what he did?
3. Should anything happen to Bobby?
4. How was the English teacher involved?

PERSONAL, PRIVATE, AND PUBLIC PROPERTY

Case Study 1: Personal:

John is playing with a toy car in class. After the other students leave for P.E., Mrs. Jones takes him aside and sternly reprimands John. When she steps outside the class for a moment, John throws his toy car in anger against the wall just barely missing the window. The toy breaks into pieces.

1. Should John be punished for this act?
2. What might have happened?
3. Did John have a "right" to be angry?
4. How should the teacher handle this?

Case Study 2: Private:

Bob and Tom are brothers. While walking home from school, they cut across Mrs. Smith's lawn. Mrs. Smith comes to the door and yells, "You boys get off of my lawn! Use the sidewalk! Your shoes will ruin the grass!" Bob and Tom run on home. That night they return to Mrs. Smith's yard. They kick and dig in the grass, pull out her flowers, remove the rocks from around the garden and throw them all over the lawn. They go back home laughing and talking about how they got even with Mrs. Smith.

1. Was this an act of vandalism? Was it stealing?
2. What are the losses Mrs. Smith will suffer?
3. What punishment should the boys receive if it is found out that they're responsible for the damage?
4. What was the cause of the incident in the first place? (Whose "fault" was it?)

Case Study 3: Public:

Two teenage girls are walking downtown. They go into a store and buy a can of blue spray paint. Later, after dark, they spray "Mary loves Tom and Sue loves Bob" along the walls of several buildings and on the sidewalk. When they see a police car at the end of the street, they throw the paint can in a doorway and run off.

1. Was the damage the girls caused vandalism? stealing?
2. Who is "hurt" by what they did?
3. What consequences should the girls have to face if they are caught?
4. How serious do you feel this act was?

FLAG DESTRUCTION

Well, the door was open. Harry and Sarah entered the church. In the basement two flags were on the stage. They started waving the American flag, and then the Florida flag. Round and round they went. The flags were getting dirty. Then, they started banging the flag staffs together. The American flag ripped. Sarah laughed and reached over and tore the Florida flag. Tired of this play, they threw the flags into a corner and left the church.

Later the minister found the flags which had been destroyed. He learned the names of the two flag-destroyers. Now he had to decide what to do. Can you help the minister? What should he do?

Adult punishments in Florida:

Capital Felony: Death or up to life imprisonment with a 25 year minimum.

Life Felony: Life imprisonment or 30 year minimum sentence.

First Degree Felony: Up to 30 years and/or a $10,000 fine.

Second Degree Felony: Up to 15 years and/or a $10,000 fine.

Third Degree Felony: Up to five years and/or a $5,000 fine.

First Degree Misdemeanors: Up to one year in county jail and/or a $1,000 fine.

Second Degree Misdemeanors: Up to 60 days in county jail and/or a $500 fine.

Repeat offenders may have penalties increased. Repeat or serious youth offenders may be transferred to adult status and tried as an adult.

Florida Statutes note:

876.52 Treason, Public mutilation of flag. -

Whoever publicly mutilates, defaces, or tramples upon or burns with intent to insult any flag, standard, colors, or ensign of the United States or of Florida shall be guilty of a misdemeanor of the 1st degree.

INTENTIONAL AND "ACCIDENTAL" VANDALISM

A. Six boys are playing baseball on the front lawn of the school rather than on the playground. A foul ball is hit and breaks the window of the principal's office. The boys are frightened and run home promising first not to tell anyone what has happened.

B. Tom Jones has been paddled by the principal on Friday and is still feeling angry when he gets up Saturday morning. On his way to the store he passes the school and throws a rock through the principal's window.

1. Was the first situation vandalism?
2. Should the six boys be responsible for paying for the window?
3. Should the six boys be punished?
4. Should just the boy that hit the foul ball be responsible for the broken window?
5. What should the six boys have done when they discovered they had broken the window?

MAJOR AND MINOR VANDALISM

Case Study 1:

A group of boys are riding around at night. In their wandering on back roads they discover a trailer, loaded with picked fruit and waiting to be moved the next morning. One dares another to lift the latch on the bottom of the trailer and open the gate. Oranges quickly begin to spill to the ground. At this point, one boy jumps into the car and quickly backs into the pile of oranges.

1. What should be the punishment?
2. Who is responsible for the damages?
3. Do you consider this vandalism? Who is hurt by this?

Case Study 2:

Two friends, Bill and Jack, are out on Saturday morning looking for something interesting to do. While aimlessly walking, they pick up rocks, throw and run and pick up to throw again. After growing tired of "throw and run," they decide to see if they can throw a rock through the garage window of a home. The rock goes through the window and breaks an old oil lamp kept in the garage.

1. Is this an act of vandalism?
2. Who pays for the damages?
3. What about the lamp which cannot be replaced?
4. What punishment should the boys receive?
5. Who is hurt by this?
6. How would you deal with this if the old lamp had not been broken?

SEVERE - VS - MINOR VANDALISM

Case Study 1:

Tom is 16 years old. He is an average middle class boy. His parents are well known in the community. Tom has three friends, Jim, Ralph, and George. The four of them decide to play a "prank" on Mr. Jones, the auto mechanics teacher.

Since Mr. Jones is an old grump and very strict in his class, the boys decide to challenge his ability to fix cars.

Mr. Jones has a new 1981 Fiat parked in his front drive. The car is his pride and joy. One morning about 1:15 a.m., the boys park down the street from Mr. Jones' home and quietly walk to his car. Each boy takes a separate part from the engine. They bend parts and spray the word "sucker" over the hood.

When Mr. Jones discovered the vandalism done to his car, he immediately called the police. After an investigation, the four boys were apprehended.

The damage done to the car was estimated at $1,500.

1. Did the boys break the law?

2. What could be the punishment?

3. Were their actions justified?

4. How many people were affected?

Case Study 2:

Lisa is a sweet fifth grader. One day, Mrs. Simmons told Lisa to be quiet in class. Lisa immediately feels Mrs. Simmons doesn't like her.

Several days later, Lisa is discovered writing in pen on the bathroom walls ugly remarks about Mrs. Simmons.

Did Lisa do an act of vandalism? The cost to repaint the walls was only $20.00. What does the law say? Does vandalism of this kind have to be punished?

What is the difference in Case Study 1 and Case Study 2? Is one worse than the other? Who can be affected by both of these acts of vandalism?

CONSIDERING INTENTIONS

Case Study 1:

Three junior high boys enter a school building after hours. Sneaking into their English classroom, they break the lock on the door to get in. They cleared the room of all desks and chairs (putting them in an empty storeroom). They decorated the entire room with toilet paper. Then, they wrote on the blackboard in white paint:

HAPPY BIRTHDAY

MRS. JONES!

1. What were their intentions? Was it a deliberate act to be destructive or just a prank?

2. What were the actual damages?

3. What is the approximate cost of repairs?

4. What should the school authorities do to these boys?

Case Study 2:

Mrs. King's Hme Economics Class' big project for the year was to plan, shop and prepare an elaborate dinner to serve the faculty. It was to be an end of the year appreciation dinner. It was a major project, and would be a big part of their semester grade. The class was divided into groups of five and six. Each group was responsible for a specific part of the dinner.

Group 3, consisting of three seniors and two juniors, was responsible for the drinks, bread (rolls), butter, salt, pepper, etc. Feeling they got left with an unimportant job, they shrugged it off and decided to be ornery. They waited until the last day to make plans. They bought stale loaves of sliced bread instead of making rolls. They did not purchase any butter. They put sugar in the salt shakers and salt in the sugar bowls. They did not put coffee in the coffeemaker.

Their jokes were not well taken. The evening, although not totally ruined, was left with a dampened atmosphere.

The girls in Group 3 received an "F" for the entire semester jeopardizing the graduation of the 3 seniors. To get even, the girls went into the classroom after school, unplugged all the refrigerators that had food (which included meat). They stopped up all the drains and jammed garbage disposals.

The classroom consisted of five kitchens. The girls, using knives, marred counter tops and cabinets, broke dishes and left the room in a general mess.

1. What were their intentions?
2. What was approximate damage cost?
3. What should be the legal ramifications?

STREET VANDALISM

Jose and Louie giggled as they left the 7-11 Store and each took a big chug from his 16 oz. bottle of pop. They joked and kidded as they walked along the road on their way to school.

"Hey, man, did you see that baseball game on TV last night?" asked Louie.

"Yeah," returned Jose, "what an arm that Nolan Ryan has."

The two boys continued sports talk as they proceed on their way to school. By now, each boy was carrying an empty bottle.

As the two boys approached a corner, Louie went into his patented left-handed baseball wind-up and whipped his bottle at the up coming stop sign. The sound of breaking glass filled the air as the off target bottle landed in the middle of the street.

"Shucks, I missed," Louie groaned.

"Yeah," Jose kidded, "you left-handers can't throw worth beans."

"You try then," retorted Louie.

Jose went into his favorite stretch wind-up, quickly checking the imaginary runner at second. He stepped forward and let the bottle fly. First there was a whistle, then a crash as the second errant throw hit the pavement.

"Ha! Ha!" laughed Louie, "I knew you couldn't hit it."

The boys continued on their merry way, not giving a second thought to the broken glass.

Mrs. Echoff, Louie's and Jose's teacher, was late to school that day. She had run over some glass on the way to school and had two flat tires. Her car was still sitting on the side of the road near the broken bottles when Louie and Jose walked by on the way home from school.

1. Was this vandalism?
2. Who was responsible?
3. Did the boys mean to do any damage?
4. What should they have done after they broke the bottles?
5. What could be done to prevent this kind of thing from happening again?
6. What would you say if some child fell on the glass and was seriously injured?

Florida Statutes note:

784.05 Culpable negligence.

(1) Whoever, through culpable negligence, exposes another person to personal injury shall be guilty of a misdemeanor of the second degree.

(2) Whoever through culpable negligence inflicts actual personal injury on another shall be guilty of a misdemeanor of the first degree.

CEMETERY DARE

It was Halloween night and several boys had been out "trick and treating." When they passed the local cemetery one of the older boys dared the two youngest to walk through the cemetery and meet them on the other side. Of course, the two youngest boys had to prove their courage by taking the dare. When they reached the tree-shaded area they began to run. While running in this dark area, one of the boys tripped over a small tombstone causing it to fall and break. When they finally reached the other boys, they tell about the broken tombstone. The older boys laughed and told them not to worry about it because they're dead and won't tell anyone anyway. Just to prove their point, the older boys go over to the closest grave and knock over a large tombstone causing it to break as it falls.

1. Did the boy breaking the tombstone accidently do anything wrong?

2. Did the boys that dared the others do wrong?

3. Who is guilty of invading private property?

4. What should the boys have done after accidently breaking the small tombstone?

5. What are the consequences of this behavior?

   - for the boys?

   - for cemetery officials?

   - for the families of the dead?

Florida Statutes note:

872.02 Graves, Disfiguring tomb.

Whoever willfully destoys, mutilates, defaces, injures, or removes any tomb, monument, gravestone, or other structure or thing placed or designed for a memorial of the dead, or any fence, railing, curb, or other thing intended for the protection or ornamentation of any tomb, monument, gravestone, or other structure before mentioned, or for any enclosure for the burial of the dead, or willfully destroys, mutilates, removes, cuts, breaks, or injures any tree, shrub, or plant placed or being within any such enclosure, or wantonly and maliciously disturbs the contents of a tomb or grave, shall be guilty of a misdemeanor of the 1st degree.

ERRORS IN THE GROVES

Case Study 1:

Two ten year old boys are playing in an orange grove near their home. The grove is being irrigated with a microjet system at this time and the boys are fascinated to see the small spray of water near the trunk of the tree. Upon examination, the boys discover the top only slips on the small pipe and by removing it, the result is a stream of water going into the tree. This is great fun and the boys remove the caps under about 200 trees. They keep the small caps and throw them in the bushes, a few at a time while walking home. Is there any way the grove owner can collect any damages?

The tops cost approximately 20¢ each. How much will the damage cost? Not only the cost of the tops but labor cost at $3.25 per hour for replacing tops. It will take about eight hours to replace tops and then check for leaks. How much will the labor bill be?

Are the boys responsible for the cost? Are the parents responsible? How do you think this should be handled?

Case Study 2:

Five boys about 8 or 10 years old are playing together on Saturday. They live on the outskirts of town where there are citrus groves.

The boys have been riding bicycles and are hot and ready for a rest. They stop at one of the groves and walk to the shade of a tree to rest. The grapefruit is ready for harvesting and the yellow fruit is hanging in abundance. The friends decide to see who can throw the fruit the greatest distance. After thirty to forty-five minutes of throwing, the grove is covered with grapefruit. This fruit cannot be harvested. Who will pay for the loss?

Grapefruit in the grocery store is selling for 4 for $1.00. If the boys have picked 20 grapefruit each, how many have they picked? Also, how much would these have sold for in the grocery store?

Florida Statutes note:

806.13 Criminal Mischief.

(1) A person commits the offense of criminal mischief if he willfully and maliciously injures or damages by any means any real or personal property belonging to another.

(2) (a) If the damage to such property is $200 or less, it is a misdemeanor of the second degree.
(b) If the damage to such property is greater than $200 but less than $1,000, it is a misdemeanor of the first degree.
(c) If the damage is $1,00 or greater, or if there is interruption or impairment of a business operation or public

communication, transportation, supply of water, gas or power, or other public service which costs $1,000 or more in labor and supplies to restore, it is a felony of the third degree.

THE CONSEQUENCES OF VANDALISM TO CERTAIN VICTIMS

Case Study 1:

Frita is new to the community and school. She is trying to make friends and feel good about herself in a new place. She is not sure how people feel about her and this makes it difficult for her to approach people.

Zenta, a girl Frida feels is her friend, thinks it would be a neat trick to write some funny things about Frita on the bathroom walls.

People see the writing and Frita can tell people are treating her differently. One day Frita sees the writing on the wall and starts to cry.

1. Why is Frita crying?
2. List five feelings or emotions Frita is experiencing.
3. How important is it for people to have friends?
4. Is it hard or easy to make friends in a new place? Why?
5. Is writing on the wall against the school rules and the law? Why?

DON'T FENCE ME IN

Harmon, Jim, and Larry want to hunt for deer. "There are many great places to hunt," said Jim. "Let's go to the Rainey land. I hear that its loaded with deer."

When the boys reach the property, they realize there is no gate to get them inside the pasture land. Mr. Rainey has several head of cattle grazing inside. Jim pulled out his wire cutters and made his own gate. All three of them enter. As they get inside the fence, several of the cattle exit out the gate Jim made. "Oh, that's ok," said Harmon, "he'll never miss them. Besides, they'll come back in to join the rest of the herd."

The boys go about and hunt for their game, but did not see the first deer. As they left the pasture land, they heard the siren of an ambulance. On the road about a mile from the home-made gate was a wrecked car. Beside the car lay a dead cow. The three boys got away as fast as they could, but were seen by a witness to the accident.

1. Did the boys vandalize?
2. What other crimes did they commit?
3. What does the law require of each of the boys?
4. Was the accident their fault?
5. What if the boys had permission to hunt on the property? Would they have been in trouble for the accident?
6. Who is guilty of causing the accident?

Florida Statutes note:

810.115 Breaking or injuring fences.

Whoever willfully and maliciously breaks down, mars, injures, or cuts any fence, or any part thereof, belonging to or enclosing land not his own, or whoever causes to be broken down, marred, injured, or cut any fence belonging to or enclosing land not his own, shall be guilty of <u>a misdemeanor of the first degree</u>.

RAILROAD ERRORS

Have you ever seen a train going through town while switching tracks? Have you ever put a penny on a track to let the train flatten it? Have you ever seen a train derailment?

Frank and Joe were walking down the train tracks when they got the idea to see if they could get a penny flattened by the train. The train was coming and they just had time to each put a penny on the track. Sure enough, the penny was twice as large and as thin as paper. What a neat idea they thought!

The next day the idea was to make dust out of rocks. Surely ten big rocks were not too many! Like clockwork, the train came through town. But today was horribly different! The train wasn't suppose to come off the tracks. Rails were twisting, cars were turning over, the noise was deafening! With hearts beating wildly, home never looked so safe!

1. Was the idea of putting a penny on the tracks wrong?
2. Was the difference of rocks and pennies real?
3. Was a crime committed here?
4. How serious was this act?
5. What should the boys do?
6. Who really lost out here? Train company? Town? Business?
7. What if the train had exploded? Poison gas?

Florida Statutes Note:

860.09 Interference with railroad track and other equipment prohibited; penalties.

Any person, other than an employee or authorized agent of a railroad company acting within the line of his duty, who knowingly or willfully moves, interferes with, removes, or obstructs any railroad switch, bridge, track, crossties, or other equipment located on the right-of-way or property of a railroad and used in railroad operations is guilty of a felony of the third degree.

Have you ever seen a freight train going through town and wanted to throw a rock at it? Have you ever been out hunting and made the train your target?

-30-

While on a weekend hunting trip John and his father notice the train tracks heading into town. Hunting wasn't so good and the whistle sound sparked up the idea of seeing just how good a shot the son was with a moving target.

The father picked out which car to shoot at. The big O on the red box car. The son's rifle was aimed and the shots rang out. Bull's eye! The father commended the son on his good eye and both turned and walked away.

1. Was the idea a good idea?
2. Was the son wrong to shoot at the train?
3. Was the father wrong for prodding on his son?
4. Was any damage done?
5. What about the merchandise inside?
6. What if the shot had hit a tanker car?

Florida Statutes Note:

860.121 Crimes against railroad vehicles; penalties.

(1) It shall be unlawful for any person to shoot at, throw any object capable of causing death or great bodily harm at, or place any object capable of causing death or great bodily harm in the path of any railroad train, locomotive, car, caboose, or other railroad vehicle.

(2)(a) Any person who violates subsection (1) with respect to an unoccupied railroad vehicle is guilty of a felony of the third degree.

(b) Any person who violates subsection (1) with respect to an occupied railroad vehicle or a railroad vehicle connected thereto is guilty of a felony of the second degree.

(c) Any person who violates subsection (1), if such violation results in great bodily harm, is guilty of a felony of the first degree.

(d) Any person who violates subsection (1), if such violation results in death, is guilty of homicide.

THE HIDDEN COST OF VANDALISM

Case Study 1:

For many years local community leaders and the people of Wauchula have been planning and anticipating (waiting) the construction (building) of a new high school facility. Obtaining (to get) necessary (needed) funds was of major concern. After concerted (mutual) efforts of fund raising and organization, time was coming close to making it a reality (what is real).

To the teacher: Using the questions and several activities, students should identify strong emotional and psychological feelings people have toward this project.

1. List 5 feelings people have that brings a community to gether.

2. What value (worth) or ways does a close caring community benefit you?

3. List 3 types of investment or input it takes to organize and build a project such as a school.

   EXAMPLES: Time
   Money
   Giving up other things you could be doing

4. Would you rather live in a community that is close, friendly, warm and loving or a community that is isolated, unfriendly, with no togetherness? Why:

Case Study 2:

After many hours of hard work, donations (to give) of money from caring people, taxes from all local people, the Wauchula High School was finally constructed. The people worked so hard there was extra money to build a swimming pool available to all families at certain hours.

One evening two girls climbed the fence of the pool bringing spray paint and a gallon of roofing tar. The girls had been in trouble that day for disorderly conduct downtown in which several citizens corrected them for the conduct. The girls thought these actions at the pool would teach people a lesson. The spray paint was used to write obscene language and threats on the patio and wall, while the tar was dumped in the pool.

The next morning, Saturday, many families were at the pool for a day of recreation and fun when the acts were discovered.

1. List 4 feelings the people experienced when they viewed the damage.

2. If the pool is closed for two weeks, how will people feel?

3. How does this action affect the community and all the work they put into this project?

4. If these types of actions continue, what will happen when the community wants to do another project together?

Homework:

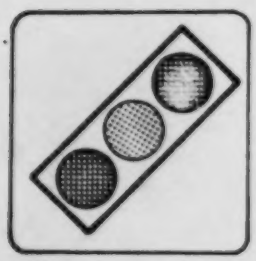
1. Estimate the cost of the damage by interviewing people who would do the repair.

2. Who will pay these costs?

3. What things could be done with the money spent on the repairs?

4. If the girls are caught and the judge makes them work at the school, how many hours will they have to work at minimum wage to equal the damage at the school?

5. What could the girls do with that money if they earned it and could use it for personal consumption?



"THE ELF"

Children will learn how to take responsibility for their property, and possessions. Children will experience the feeling of one being vandalized.

Steps for the teacher:

1. You can use a ghost, the great pumpkin, or a witch during October for Halloween.

   You can use a turkey, a pilgrim boy or girl, an Indian, for Thanksgiving. You can use one of Santa's elves for Christmas.

2. After school, the teacher will dump the garbage out of the cans, dump the children's books out their desks, turn their desks over, turn tables over in the room, scatter papers around, etc. Then, she takes black tempera paint (it washes off) and makes whatever type of footprint her character has on the floor, the desks, and the walls.

3. When the children come to school the next day, they are in shock! They want to know what happened. The teacher acts like she has no idea. They then clean up the room. They look at the footprints and talk about who it could have been.

   Everyday, the teacher does this. The children begin to get mad. The teacher then has all the children write a note to the elf, ghost, etc., to tell it to leave their property alone and they leave it on their desk. The next day their room is a mess again, but the elf, ghost, etc., has left them a note on the board saying it likes to do these things so why should it stop. For several days various notes are written to the elf from the children telling him why he should not tear up their papers, turn over their desks, etc.

By now the children are exasperated and mad. They come into the room saying, "Oh, no! He's done it again!"

Finally, about 3 days before Halloween, Thanksgiving, or Christmas vacation, the children come in and find the room totally neat. Or, the board is a note from the elf, ghost, etc., saying how much it thanks them for teaching it how to take care of property, etc., and how sorry it is for tearing up, messing up their things. etc.

On the day that the children get out for vacation, they come into the room to find a small present left by the elf, ghost, etc., as a token of his thankfulness and/or his sorrow for putting them through this for so long.

The kids "love" it and they learn a valuable lesson. You can then discuss vandalism, etc.

VANDALISM

What are the duties of parents?.....

Parents must provide food, clothes, shelter, and medical attention for their children. This obligation can continue until the children become adults and can continue beyond, while the children are still pursuing their education, as long as they are not self-supporting. The failure to support children is a violation of criminal law.

The law holds parents responsible for the conduct, behavior, and activities of their children. Parents should set a "curfew" hour at which children must be in the house at night. They should know where their children are at all times, what they are doing, and with whom they are doing it. Parents should know about their children's after-school activities and approve of them.

Parents may lose the custody and control of children in the following ways: by legal separation or divorce; adoption of the children by other adults; valid (legal) marriage of a child; emancipation of a child; placing a child under a guardian or making a child of an unfit parent a ward of the juvenile court.

Parents may apply physical punishment that causes discomfort to the child. They may set any reasonable rules regarding behavior and dress. Parents have considerable leeway in setting rules and demanding obedience from their children. They may do anything within reason to raise and train their children in the manner they think best.

Parents share responsibility with the state for the education of their children. They are expected to control acts of truancy, and are responsible for the health of their children. They are required to take whatever steps may be necessary to maintain and improve the health of their children.

If parents are aware that a dangerous act of their child may cause injury, they will be liable for the resulting injury if they fail to control their child's behavior. A father who buys his son an air rifle is legally responsible if he does not take the gun away from him when he points it at friends. Both the parent and the son would be responsible for the careless or malicious shooting of anyone.

Parents are "target defendants" as far as their children are concerned. That is, parents will be the targets of lawsuits if their children have caused any harm.

A widow with five children learned suddenly that she owed $750,000 as a result of a traffic accident her son had seven years ago. A car driven by her 19-year-old son had smashed a fence and run onto the lawn of a 53-year-old man who was looking out the window of his house and died of a heart attack upon seeing the car come

straight toward the house. The widow had not filed an answer to the complaint. A representative of the dead man's estate won a default judgment against her in a New York court. By the time demand for payment was made, the interest on the original judgment had increased the total amount to $750,000.

Statutes in many states make parents liable for the malicious acts or vandalism of their children. Some laws make the parents liable for up to $300 for damage caused by their children to public property. Other laws make parents liable to the full extent of any damage done to school property by their children.

Florida Statutes Note:

741.24 Civil action against parents; willful destruction or theft of property by minor.

(1) Any municipal corporation, county, school district, or department of Florida; any person, partnership, corporation, or association; or any religious organization, whether incorporated or unincorporated, shall be entitled to recover damages in an appropriate action at law in an amount not to exceed $2,500, in a court of competent jurisdiction, from the parents of any minor under the age of 18 years, living with the parents, who shall maliciously or willfully destroy or steal property, real, personal, or mixed, belonging to such municipal corporation, county, school district, department of the state, person, partnership, corporation, association, or religious organization.

(2) The recovery shall be limited to the actual damages in an amount not to exceed $2,500, in addition to taxable court costs.

VANDALISM

What may happen?.....

Breaking school rules about vandalism will bring punishment from school leaders...and your parents. But school leaders can turn serious rules breakers (VANDALS) over to the police or sheriff's deputies.

Use the forms on this page and the next page to role play turning a vandal over to the sheriff. Use one of the case studies in this booklet.

RELEASE OF STUDENTS TO LAW ENFORCEMENT OFFICIALS - Students may be released into the custody of law enforcement officials (police, sheriff, federal agent, Division of Youth Services, Social and Economic Services, etc.) only if (1) the officer has properly identified himself and (2) the Officer has filled out the Release of Student to Law Enforcement Officials form.

HARDEE COUNTY PUBLIC SCHOOLS

Form for Release of Student to Law Enforcement Official

Student's Name _____

School & Grade _____

Reason for Removal off Campus _____

_____

_____

_____

_____

Date & Time Removed _____

Name of Agency _____

Name of Official _____

Signature _____

Person Authorizing Release _____

Title _____

This form is in compliance with Florida Statute 230.23.

INVESTIGATION REPORT

CASE # _____
COMPLAINT # _____
DATE _____

VICTIM

NAME _____ RACE ____ SEX _____ D.O.B. _____

ADDRESS _____ TELEPHONE # _____

WITNESSES

NAME _____ RACE____ SEX _____ D.O.B. _____

ADDRESS _____ TELEPHONE # _____

NAME _____ RACE ___ SEX _____ D.O.B._____

ADDRESS _____ TELEPHONE # _____

DEFENDANT

NAME _____ RACE _____SEX ____ D.O.B. _____

HAIR ____ EYES ___ S/S # _____D/L #_____EMPLOYED BY_____

ADDRESS_____TELEPHONE #_____

SUMMARY

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

ISSUE WARRANT YES_____ NO ____

REASON FOR RECOMMENDATION

_____

_____

_____

OFFICERS SIGNATURE

BEST COPY AVAILABLE

VANDALISM

HARDEE COUNTY SHERIFF'S DEPARTMENT
★ OFFENSE REPORT ★
(CRIMES AGAINST PROPERTY)

OFFENSE NO. _____ _____ COMP. NO. _____

CLASSIFICATION

ZONE _____

Complainant's Name (firm name if business)		Age	R/S	DOB	Phone (bus.)	Phone (res.)
Mailing Address	City		State		Business, employment, school, etc.	
Street Address	City		State		Will complainant prosecute	
Place where offense occurred					Type of structure, area, etc.	
Modus Operandi						
Reported by	Mailing Address			City		State
Street Address	City		State	Phone (bus.)	Phone (res.)	
Reported to	Day, Date, Time of report				How reported	
Day, Date, Time of offense					Officer's arrival time	

Stolen/Damaged Property:

Qty.	Name/Description	Age	Value
		Total Value	

Narrative (Brief summary of offense)

Investigating Officer(s) _____ Report by _____ Date _____

This case is ___ Cleared ___ Unfounded ___ Active ___ Other Approved by _____ Date _____

VANDALISM

What ought to be done.....to vandals?.....

Look for the results of acts of vandalism in your school. Look on your school grounds for the results of vandalism. Look for the work of vandals on your way home. Make a report to the class on what you saw. What damage had the vandals done? How expensive was the damage? Who will have to pay to correct the damage?.....

What is malicious mischief?

All states have various laws that prohibit malicious mischief. This term includes such things as damaging books in a public library; defacing school property or any public property; participating in hazing or "initiating" other students into school; tampering with any part of a railroad; throwing glass or any harmful substance upon a highway; removing or damaging road signs or barriers; poisoning or harming animals maliciously; interfering with fire-alarm apparatus or turning in a false alarm; and many other acts of a similar nature. This includes marking up walls in street cars, bus stations, and rest-rooms.

Florida Statues Note:

806.13 Criminal mischief.

(1) A person commits the offense of criminal mischief if he willfully and maliciously injures or damages by any means any real or personal property belonging to another.

(2)(a) If the damage to such property is $200 or less, it is a misdeameanor of the second degree.

(b) If the damage to such property is greater than $200 but less than $1,000, it is a misdemeanor of the first degree.

(c) If the damage is $1,000 or greater, or if there is interruption or impairment of a business operation or public communication, transportation, supply of water, gas or power, or other public service which costs $1,000 or more in labor and supplies to restore, it is a felony of the third degree.

Delinquent Children: If a child is adjudicated delinquent for a serious crime and it is a 2nd offense, the State Attorney should request that the child be transferred to an adult court.

VANDALISM

What would Y O U do if your child did some of the following acts?

(Imagine that your child is 12 years old)

1. Willfully defaced library books from the school library or the public library?
2. Marked up a wall on the outside or the inside of your home with spray paint?
3. Broke a window at home with a baseball after repeatedly having been told not to play so close to the house?
4. Tore up a lovely rural mail box and scattered the mail inside around on the ground?
5. Scratched names into the wet cement just poured for the new sidewalks in your neighborhood?
6. Made footprints in fresh cement poured for a pavement at a new gasoline station across town?
7. Kept running into the mail box with the intent of knocking it over...your mail box?
8. Willfully broke out a window at the elementary school with a rock?
9. Defaced a book from your bookshelf at home?
10. Marked up the wall of a school building in your community?

Compare and contrast your answers to numbers: 1 and 9, 3 and 8, 5 and 6, 2 and 10, 4 and 7. Justify the differences in your responses.

VANDALISM

Y O U and enforcing the rules.....

Imagine that you are in the following situations. What would you DO?

1. Your girl friend has cut your name and hers together into the bark of a tree on school property.

2. Your friend just backed his car over some bushes on school property. The bushes are destroyed, but he did not intend to do it. It was an accident. He drives off.

3. You see a girl in your class throw a stone which breaks a school window.

4. You see a person pick up and keep a pencil which had fallen from a student's desk, unknown to him.

5. A guy in your class removes a candy bar from your lunch bag and begins to walk away.

6. Three boys from your neighborhood are running on the school roof.

7. You hear that a friend broke into the school last night and tried to find money.

8. You see a policeman trying to arrest a person who is fighting with him. The policeman looks like he needs help.

9. You see a strange looking person walking around to the back of your neighbor's home one evening.

10. You are in the clothing store and see Ms. Jones slip a bathing suit into her bag and walk out without paying for it.

In early England a witness to a crime had a legal duty to arouse the community by raising a "hue and cry." The least he was required to do was to report the act to the proper authorities. Failure to do either was a crime.

Some legal scholars have suggested that we punish those citizens who stand by and refuse to prevent crime or to apprehend criminals. Indeed, in California, a policeman arrested a man who refused to assist him while struggling to arrest a criminal. The man refused to use a nearby phone after repeated requests by the policeman. When the policeman finally got his prisoner under control, he also quite properly arrested the unhelpful bystander for wrongfully refusing to come to the aid of a police officer upon request.

VANDALISM

Y O U and enforcing the law....continued.....

Imagine that you are involved in the following situations. What would you expect to get as a REWARD for your actions?

1. You saw a student defacing school property and told the school principal.

2. You saw a group of children destroying a rural mail box and called the postmaster to give her the names of the children.

3. You stopped a student from writing in your school books with a magic marker!

4. You saw some boys running away from a police officer. He could not catch them, but you knew the names and told the officer.

5. You told several girls not to spray paint on traffic signs, but they did it anyway. So you called the sheriff's department.

6. Two boys on the school bus were making a little hole in the seat cover bigger. You informed the bus driver who got mad at the boys.

7. You learned that Harry had Mary's pencil. So you took it from Harry and gave it back to Mary.

8. You saw a sheriff's deputy having trouble arresting two men at a traffic accident. You ran to get your Dad and a neighbor to help him.

Would it be a good idea to offer rewards for the apprehension of criminals? Should citizens who go to the aid of law-enforcement officers or who help to catch criminals or to prevent crime receive financial compensation for any injuries? Should the states pay such persons for their time and lost pay because of court appearances? Should persons who assist the police be protected from any penalties for their actions in behalf of society?

VANDALISM

Developing new rules to help solve problems.....

As a useful procedure for developing rules, students learn to

1. identify problems or sets of problems for which a rule might be useful and for which there are no applicable or adequate rules,
2. formulate a proposed rule,
3. explain the purpose of the rule,
4. determine whether the purpose might be better achieved by means other than a rule,
5. identify the strengths and weaknesses of the proposed rule by determining if it is
   a. well designed to achieve its purpose,
   b. understandable,
   c. clear as to what is expected,
   d. possible to follow,
   e. fair, and
   f. designed to minimize infringement on important values,
6. make decisions about adopting or not adopting the rule, and
7. explain the basis for their decisions.

Select a problem involving respect for private or public property in your school (e.g., breaking into lockers, spray paint in school walls, breaking stadium windows) and try to develop some <u>rules</u> which might help to solve that problem.

*Reprinted from the Law in a Free Society Project's Level VI AUTHORITY unit booklet.

VANDALISM

Ways to evaluate a rule.....

Procedure for Evaluating Rules*

As a useful procedure for evaluating rules, students learn to

1. identify the rule to be evaluated,
2. determine the purpose for which the rule was made,
3. determine whether the purpose might better be achieved by means other than a rule,
4. identify or infer the actual or probably effects of the rule,
5. identify the strengths and weaknesses of the rule by determining if the rule is
   a. well designed to achieve its purposes,
   b. understandable,
   c. clear as to what is expected,
   d. possible to follow,
   e. fair, and
   f. designed to minimize infringement on important values,
6. make decisions about retaining, modifying, or eliminating the rule, and
7. explain the basis for their decisions.

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*The term "rule" as used here includes laws, statutes, ordinances, executive orders, etc.

Select some local rules or some rules in your school handbook about respect for the property of others including school property. Evaluate those rules, using the 7-part process outlined above.

*Reprinted from the Law in a Free Society Project's Level VI AUTHORITY unit booklet.

VANDALISM

A new rule about vandalism.....Learning to evaluate rules.....

The New Rule

DIRECTIONS: Read this story and the questions following it. Be prepared to use the questions to evaluate the rule described in the story.

There was a small but noisy crowd gathered around the bulletin board. The students were reading and talking about the new rule that had just been handed down by the Board of Education.

The rule said: "The principal of any school in the County may suspend or expel a student whenever he or she believes that the student has defaced, destroyed, or damaged public property, belonging to the school board and the people of Hardee County. We hope that this new rule will protect the money that taxpayers have invested in the education of our children."

Some students thought the new rule was a good one. Others objected to the rule. How would you evaluate this rule?

Procedure for Evaluating Rules

1. What is the rule to be avaluated?
2. What is the purpose of the rule?
3. Is the rule necessary or are there better ways to achieve the purpose? Explain.
4. What might be the effect of the rule? Good effects? Bad effects?
5. What are the strengths and weaknesses of the rule?
6. Should the rule be kept as it is, changed, or eliminated? Why?

SHOPLIFTING

Lessons for learning about Shoplifting, laws regarding Shoplifting, and the natural consequences of breaking those laws.....

CRIME IN SONGS, MOVIES, T.V.

NOTE: Prior to this lesson: Assign students to watch a particular weekly "crime" show. (Examples: Starsky and Hutch, Rockford Files, Chips)

Initial Discussion Questions:

1. Have you ever seen a crime committed on a T.V. show? What kind of crimes? (List them on the board.)

2. Have you ever heard a song that tells the story of a crime? What was it about?

3. What movies have you seen in which the "star" has committed a crime? Was the star a "hero?" What movies? (List on board.)

4. Are the situations you see on T.V. and in movies or hear in songs always "real?"

Conduct a short discussion of the show that was watched. What laws were enforced during the show?

On the record player, play one or two songs relating to crime. (My '59, '58, '57, '56, '55 Cadillac, by Johnny Cash, or Indiana Wants Me)

After listening to the songs, discuss:

1. What crimes were committed?

2. What attitudes toward crime were suggested by the singer?

3. How do you think people are affected by songs like these? How?

How many people here have seen the movie "Smokey and the Bandit?" (I chose this movie because a majority of my students have seen it. Any current movie could be used.)

1. How did you feel about the character "Bandit?" His friend "the Snowman?"

2. How did you feel about the policeman?

3. Do you think what Bandit and his friend did was a crime? What did they do? (They stole a semi load of beer.)

4. Do you think many policepersons are like Buford T. Justice? Why? Why not?

WHAT IS STEALING, ANYWAY?.....

STEAL : TO TAKE THE PROPERTY OF ANOTHER PERSON OR GROUP WITHOUT PERMISSION OR RIGHT

LARCENY: THE UNLAWFUL TAKING AND CARRYING AWAY OF PERSONAL PROPERTY WITH THE INTENT OF DEPRIVING THE RIGHTFUL OWNER OF THE PROPERTY PERMANENTLY.

1. What is the difference between stealing and larceny?

2. Please give five examples of stealing.

3. Please give five examples of larceny.

4. What are the consequences of repeated larceny to you? (That is, what is likely to happen to you if you steal things?)

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TEACHER RESOURCE PAGE

741.24 Civil action against parents; willful destruction or theft of property by minor.—

(1) Any municipal corporation, county, school district, or department of Florida; any person, partnership, corporation, or association; or any religious organization, whether incorporated or unincorporated, shall be entitled to recover damages in an appropriate action at law in an amount not to exceed $2,500, in a court of competent jurisdiction, from the parents of any minor under the age of 18 years, living with the parents, who shall maliciously or willfully destroy or steal property, real, personal, or mixed, belonging to such municipal corporation, county, school district, department of the state, person, partnership, corporation, association, or religious organization.

(2) The recovery shall be limited to the actual damages in an amount not to exceed $2,500, in addition to taxable court costs.

History.—ss. 1, 2, ch. 31400, 1956; s. 40, ch. 67-254; s. 1, ch. 67-404; s. 1, ch. 77-368; s. 280, ch. 79-400.

Note.—Former s. 45.20.

TEACHER RESOURCE PAGE

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PART II

DELINQUENCY CASES

02 Jurisdiction.
3 Taking a child into custody; detention.
31 Fingerprinting and photographing.
32 Detention.
4 Intake.
5 Petition.
8 Medical, psychiatric, and psychological examination and treatment.
9 Hearings.
0 Adjudication.
1 Powers of disposition.
2 Oaths; records; confidential information.

.02 Jurisdiction.—

) The circuit court shall have exclusive original diction of proceedings in which a child is alleged ave committed a delinquent act or violation of The circuit court shall have jurisdiction in cases lving offenses described in s. 39.01(21)(a)-(d) enile traffic offenses only if the court having juiction over traffic offenses waives jurisdiction certifies the case to the circuit court. In such , a petition of delinquency, which may include or ist of the uniform traffic complaint, shall be l in the circuit court, and the case shall be heard

ovo as a delinquency proceeding.

) During the prosecution of any violation of except for a juvenile traffic offense, against any on who has been presumed to be an adult, if it own that the person was a child at the time the nse was committed, then the court shall forth- transfer the case, together with the physical tody of the child and all physical evidence, pa- documents, and testimony, original and dupli- connected therewith, to the appropriate court proceeding under this chapter. The circuit court xclusively authorized to assume jurisdiction over delinquent child arrested and charged with vio- ng a federal law or a law of the District of Colum- who is found or living or domiciled in a county which the circuit court is established, when the d is surrendered to the circuit court as provided 18 U.S.C. s. 5001.

3)(a) Petitions filed under this chapter shall be d in the county where the delinquent act or viola- n of law occurred; but the circuit court for that nty may, prior to or after adjudication, transfer case to the circuit court of the circuit in which child resides or will reside at the time of deten- n or placement. If the child has been detained, he ll be transferred to the appropriate detention me, crisis home, or other placement directed by receiving court.

(b) The jurisdiction to be exercised by the court en a child is taken into custody before the filing a petition under s. 39.06(7) shall be exercised by circuit court for the county in which the child is ken into custody. This court shall have personal isdiction of the child. Upon the filing of a petition the appropriate circuit court, the court which is ercising such initial jurisdiction of the person of e child shall, if the child has been detained or aced in a crisis home, forthwith cause the child to transferred to the detention home or other place- ent as ordered by the court having subject matter isdiction of the case.

(c) Notwithstanding the provisions of s. 743.07, when the jurisdiction of any child who is alleged to have committed a delinquent act is obtained, the court shall retain jurisdiction, unless relinquished by its order, until the child reaches 19 years of age, with the same power over the child that the court had prior to the child becoming an adult. This subsection shall not be construed to prevent the exercise of jurisdiction by any other court having jurisdiction of the child if the child, after becoming an adult, commits a violation of law.

(5)(a) If the court finds, after a waiver hearing, that a child who was 14 years of age or older at the time the alleged violation was committed and who is alleged to have committed a violation of Florida law should be charged and tried as an adult, then the court may enter an order transferring the case and certifying the case for trial as if the child were an adult. The child shall thereafter be subject to prosecution, trial, and sentencing as if the child were an adult but subject to the provisions of s. 39.111(6).

(b) The court shall transfer and certify the case for trial as if the child were an adult if the child is alleged to have committed a violation of law and, prior to the commencement of an adjudicatory hearing, the child, joined by a parent or, in the absence of a parent, by his guardian or guardian ad litem, demands in writing to be tried as an adult.

(c) A child of any age charged with a violation of Florida law punishable by death or by life imprisonment shall be subject to the jurisdiction of the court as set forth in s. 39.06(7) unless and until an indictment on such charge is returned by the grand jury. When an indictment is returned, the petition for delinquency, if any, shall be dismissed; and the child shall be tried and handled in every respect as if he were an adult. No adjudicatory hearing shall be held within 21 days from the date that the child is taken into custody and charged with having committed a capital or life felony unless the state attorney advises the court in writing that he does not intend to present the case to the grand jury or that he has presented the case to the grand jury and the grand jury has returned a no true bill. If the court receives such a notice from the state attorney, or if the grand jury fails to act within the 21-day period, the court may proceed as otherwise authorized under this chapter.

(d) Once a child has been transferred for criminal prosecution pursuant to a waiver hearing, indictment, or information and has been found to have committed the offense for which he is transferred or a lesser included offense, the child shall thereafter be handled in every respect as if he were an adult for any subsequent violation of Florida law.

(6) When a child has been transferred for criminal prosecution as an adult and the child has been found to have committed a violation of Florida law, the disposition of the case may be made pursuant to s. 39.111(6) and may include the enforcement of any restitution ordered in any juvenile proceeding.

(7) Nothing in this chapter shall be deemed to take away from the court any jurisdiction or duties conferred upon the court by general law.

History.—s. 1, ch. 26880, 1951; s. 1, ch. 28172, 1953; ss. 1, 2, ch. 29900, 1955; s. 1, ch. 63-12; s. 1, ch. 65-219; s. 1, ch. 67-71; s. 1, ch. 69-146; s. 6, ch. 72-179; s. 3, ch. 73-231; s. 8, ch. 73-334; s. 2, ch. 74-368; s. 16, ch. 75-48; s. 3, ch. 78-414; s. 2, ch. 80-290.

*Note.—The words "juvenile traffic offenses" appear to the editors to be surplusage.

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812.014 Theft.—

(1) A person is guilty of theft if he knowingly obtains or uses, or endeavors to obtain or to use, the property of another with intent:

(a) To deprive the other person of a right to the property or a benefit therefrom.

(b) To appropriate the property to his own use or to the use of any person not entitled thereto.

(2)(a) If the property stolen is of the value of $20,000 or more, the offender shall be guilty of grand theft in the first degree, punishable as a felony of the second degree, as provided in ss. 775.082, 775.083, and 775.084.

(b) It is grand theft of the second degree and a felony of the third degree, punishable as provided in ss. 775.082, 775.083, and 775.084, if the property stolen is:

1. Valued at $100 or more, but less than $20,000.
2. A will, codicil, or other testamentary instrument.
3. A firearm.
4. A motor vehicle.
5. Any member of the genus *Bos* (cattle) or the genus *Equus* (horse), or any hybrid of the specified genera.
6. Any fire extinguisher.
7. Any amount of citrus fruit consisting of 2,000 or more individual pieces of fruit.

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8. Taken from a designated construction site, identified by the posting of a sign as provided for in s. 810.09(2)(d).

(c) Theft of any property not specified in paragraph (a) or paragraph (b) is petit theft and a misdemeanor of the second degree, punishable as provided in s. 775.032 or s. 775.083. Upon a second conviction for petit theft, the offender shall be guilty of a misdemeanor of the first degree, punishable as provided in s. 775.082 or s. 775.083. Upon a third or subsequent conviction for petit theft, the offender shall be guilty of a felony of the third degree, punishable as provided in ss. 775.082, 775.083, and 775.084.

(d)1. Every judgment of guilty or not guilty of a petit theft shall be in writing, signed by the judge and recorded by the clerk of the circuit court. The judge shall cause to be affixed to every such written judgment of guilty of petit theft, in open court and in the presence of such judge, the fingerprints of the defendant against whom such judgment is rendered. Such fingerprints shall be affixed beneath the judge's signature to such judgment. Beneath such fingerprints shall be appended a certificate to the following effect:

"I hereby certify that the above and foregoing fingerprints on this judgment are the fingerprints of the defendant, ..., and that they were placed thereon by said defendant in my presence, in open court, this the ..... day of ....., 19....."

Such certificate shall be signed by the judge, whose signature thereto shall be followed by the word "Judge."

2. Any such written judgment of guilty of a petit theft, or a certified copy thereof, shall be admissible in evidence in the several courts of this state as prima facie evidence that the fingerprints appearing thereon and certified by the judge as aforesaid are the fingerprints of the defendant against whom such judgment of guilty of a petit theft was rendered.

History.—s. 4, ch. 77-342; s. 1, ch. 78-348; s. 1, ch. 79-124; s. 1, ch. 80-389.

812.015 Retail theft; mandatory fine; alternative punishment; detention and arrest; exemption from liability for false arrest; resisting arrest; penalties.—

(1) As used in this section:

(a) "Merchandise" means any personal property, capable of manual delivery, displayed, held, or offered for retail sale by a merchant.

(b) "Merchant" means an owner or operator, or the agent, consignee, employee, lessee, or officer of an owner or operator, of any premises or apparatus used for retail purchase or sale of any merchandise.

(c) "Value of merchandise" means the sale price of the merchandise at the time it was stolen or otherwise removed, depriving the owner of his lawful right to ownership and sale of said item.

(d) "Retail theft" means the taking possession of or carrying away of merchandise, altering or removing a label or price tag, transferring merchandise from one container to another, or removing a shopping cart, with intent to deprive the merchant of possession, use, benefit, or full retail value.

(2) Upon a second or subsequent conviction for petit theft involving merchandise taken from a merchant, the offender shall be punished as provided in

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s. 812.014(2)(c), except that the court shall impose a fine of not less than $50 nor more than $1,000. However, in lieu of such fine, the court may require the offender to perform public services designated by the court. In no event shall any such offender be required to perform less than the number of hours of public service necessary to satisfy the fine assessed by the court, as provided by this subsection, at the minimum wage prevailing in the state at the time of sentencing.

(3) A peace officer, a merchant, or a merchant's employee who has probable cause to believe that merchandise has been unlawfully taken by a person and that he can recover it by taking the person into custody may, for the purpose of attempting to effect such recovery or for prosecution, take the person into custody and detain him in a reasonable manner for a reasonable length of time. Such taking into custody and detention by a peace officer, merchant, or merchant's employee, if done in compliance with all the requirements of this subsection, shall not render such police officer, merchant, or merchant's employee criminally or civilly liable for false arrest, false imprisonment, or unlawful detention. In the event a merchant or a merchant's employee takes the person into custody, a peace officer shall be called to the scene immediately after the person has been taken into custody.

(4) Any peace officer may arrest, either on or off the premises and without warrant, any person he has probable cause to believe has committed theft of merchandise in retail or wholesale establishments.

(5) A merchant or a merchant's employee who takes a person into custody, as provided in subsection (3), or who causes an arrest, as provided in subsection (4), of a person for theft of merchandise shall not be criminally or civilly liable for false arrest or false imprisonment when the merchant or merchant's employee has probable cause to believe that the person committed theft of merchandise.

(6) An individual who resists the reasonable effort of a peace officer, merchant, or merchant's employee to recover merchandise which the peace officer, merchant, or merchant's employee had probable cause to believe the individual had concealed or removed from its place of display or elsewhere and is subsequently found to be guilty of theft of the subject merchandise shall be guilty of a misdemeanor of the first degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084, unless the individual did not know, or have reason to know, that the person seeking to recover the merchandise was a peace officer, merchant, or merchant's employee.

History.—s. 2, ch. 78-348; s. 177, ch. 79-164; s. 1, ch. 80-379.

TEACHER RESOURCE PAGE

Common Crimes: Classified by Degree
Source: Florida Statutes, 1977

I. Felonies

A. Capitalfelony: example: premeditated murder — Death or up to life imprisonment, with 25 year minimum.
   1. 1st degree murder (includes felony-murder)
   2. Sexual battery against person 11 years or younger

B. Life felony: example: rape — Life or 30 year minimum.
   1. Sexual battery against person 12 years and older with deadly weapon or injury causing force

C. 1st degree felony : example: strong-armed robbery — Up to 30 years, and/or a $10,000 fine.
   1. 2nd degree murder
   2. Kidnapping
   3. Sexual battery which does not classify as capital or life felony
   4. Arson, if structure may be inhabited
   5. Burglary, if burglarer is armed or makes assault
   6. Robbery, with deadly weapon

D. 2nd degree felony : example: aggravated battery — Up to 15 years, and/or a $10,000 fine.
   1. 3rd degree murder
   2. Manslaughter
   3. Arson, if structure is known to be vacant
   4. Aggravated battery
   5. Burglary, if structure is occupied
   6. Robbery, without deadly weapon

E. 3rd degree felony: example: sale of marijuana — Up to 5 years, and/or a $5,000 fine.
   1. Vehicular homicide
   2. Aggravated assault
   3. Carry concealed firearm
   4. Burglary, of unoccupied structure
   5. Grand larceny (theft of $100 or more)
   6. Petit larceny (for 3rd conviction)
   7. Receiving stolen property (of $100 or more in value)
   8. Resisting arrest, with violence
   9. Marijuana possession of 5 grams or more
   10. Sale of marijuana (any amount)

II. Misdeameanors

A. 1st degree misdemeanors — Up to 1 year in county jail and/or a $1,000 fine.
   1. Battery (not aggravated)
   2. Carrying concealed weapon (not firearm)
   3. Trespass, if armed or a person is present
   4. Petit larceny, 2nd conviction
   5. Resisting arrest, without violence
   6. Marijuana possession (5 grams or less)

Common Crimes - cont.

B. 2nd degress misdeameanors : Up to 60 days in county jail and/or a $500.00 fine.
   1. Assault (not aggravated)
   2. Trespass (simple)
   3. Petit larceny, 1st conviction (Example: Shoplifting)
   4. Receiving stolen property ($99 or less in value)

Fines may also be levied in addition to, or in lieu of, imprisonment when specified by statute.

Repeat (habitual) offenders may have penalties increased.

For a number of crimes, including robbery, burglary, and aggravated battery, the use of a firearm or destructive device requires a 3 year minimum sentence.

Delinquent Children (39): If a child is adjudicated delinquent for a serious crime and it is a 2nd offense, the State Attorney should request that the child be transferred to a adult court.

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"FINDERS KEEPERS, LOOSERS WEEPERS"

Use this quotation to lead into a discussion with questions like:

1. How many have heard this?
2. Do you think it's good?
3. Do you believe it's right?
4. Do you do this when you find something?
5. Would you want somebody to do this with something you lost?

On the way home from football practice, Johnny always cuts across the school grounds. Today he spies a football laying in the bushes near the school fence. It is quite a distance from the field where the high school students practice, so Johnny feels sure the ball does not belong to the school coach. There isn't anyone around, so he decides to keep the ball and not say anything to anyone.

1. Did the ball belong to Johnny because he found it?
2. What should Johnny do? What are some of his options?
3. If Johnny keeps the ball and tells no one, will it be stealing since he really found the ball?
4. If Johnny keeps the ball, what will happen when his mother discovers he has a new football?
5. What will happen, if the ball belongs to one of his friends?

At New High School

Board Approves Live-In Watchman

The Hardee County School Board gave the superintendent approval last Thursday to start negotiations to get someone to live on the new high school site as a watchman.

Superintendent John Terrell told the board he had a particular man in mind for the job who he wanted to negotiate with like the one he got to live behind Zolfo Elementary School.

"Having a watchman at Zolfo has been working out great," Terrell said.

"It's worked out beyond my wildest expectation," he said. "We have had little or no vandalism since he's been there."

Terrell says the man he has in mind for the new high school is in his 50s or 60s, retired, married to a teacher at the Fred Dennis School, lives in a mobile home and is a volunteer worker at the high school.

The man's mobile home would be set up behind the agriculture building at the southwest corner of the school complex if he agreed to do the job.

In return for his surveillance of the school grounds, he would be provided with a site, telephone, water, sewer and electricity free of charge.

The watchman would not be expected to catch trespassers he said, just to call the sher' department.

"It's a fabulous d and a good deal for him too," he said.

Terrell added that there might be a better way to handle the problem (of vandalism), but he did not know what it would be.

The county commission is also in the process at this time of moving a trailer from Pioneer Park to the new Hardee Park, next to the Agri-Civic Center, to provide a watchman for that site.

In other action at the Oct. 15 meeting, the school board:

NEW HIGH SCHOOL

—was informed by Terrell that he had met again with the architect and a representative of the contractor, Morrick Construction Co., concerning the uncompleted new high school.

Within the next few weeks, Terrell said he will bring in an itemized list of what they recommend the board take o of the money being wit from the contractor.

The items include damages, charg vices of the repayme board' for were substituted for copper tubing.

The school system has also had to repair the drainage around the mall area between the auditorium and the gymnasium that was improperly installed.

Terrell said they were not trying to gouge the contractor, only trying to get what they are legally entitled to.

Otherwise, he said the school is functioning very well and out-of-county visitors have been impressed with the project.

RECREATION COMP'

—was informed b that the Recrea' Committee ha to pave th pool an park' p

CETA AGREEMENT

—agreed to sign the final contract with the Heartland Education and Training Administration (HETA) for funding to provide basic education courses for eligible Comprehensive Education and Training Act (CET employees.

This is a pilot progr worked out betwe the school bo education f this are go C

of those who sign P —ar of

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SCHOOL DAYS

What is stealing? What should you do if you find something that doesn't belong to you? Why do people steal?

Johnny wanted to go to the Halloween carnival. He didn't have any money and his parents couldn't afford to give him money for things they considered unnecessary. The boy that sat across from him in class had won three dollars worth of tickets by winning a poster contest. When the class went to lunch, Johnny took the tickets off the other boy's desk. That afternoon, when it was time to go home, the boy could not find his tickets. The students were searched and the tickets were found in Johnny's shoes. What will happen to Johnny?

1. What did Johnny steal?
2. Why did he steal? How would you feel?
3. Was it legal to search the students?
4. What could happen to Johnny?
5. What if the disappearance of the tickets hadn't been discovered until the next day?
6. What if searching students was illegal?
7. What if Johnny had made a poster and had won some tickets for the carnival?

To teach children not to take or keep things that do not belong to them --

1. What is stealing?
2. What should you do if you find something, such as money, that does not belong to you?

Mary was playing on the playground. She saw something under a bench. She picket it up and saw it was a small coin purse. She opened it and discovered it contained three one-dollar bills. As no one noticed what she was doing, she decided to keep the purse and the money and not say anything about it to anyone. Later, she discovered that her friend had lost a coin purse containing three dollars. Mary didn't say anything to her friend about what she had found and spent the money.

1. Where was Mary playing?
2. What did she find?
3. Why did she decide to keep the purse and money? Was it because no one saw what she had found?
4. Should she have given the purse and money to her friend?
5. What if Mary had lost some money?
6. Would she want it back? How would she feel?
7. What if Mary had taken her "find" to the office?
8. What if she had told her friend?

PETTY THEFT.....NOT SO PETTY.....

Petty theft or petty larceny means "little thefts," such as taking items of low value from stores, stealing hubcaps, or using slugs in vending machines. Just because petty means little and petty theft is not as great as grand larceny does not mean that it is not a serious charge. These offenses can draw penalties of jail terms and stiff fines.

These fines and detention terms apply to minors as well as adults.

Shoplifting is a term for a particular kind of larceny -- stealing goods from a store or a market.

Shoplifters are of all ages and come in all sizes, shapes, and sexes. Between 70 and 80 percent of all shoplifters caught are under 18 years of age. The nationwide loss from shoplifting each year is estimated at 3 billion dollars! Over a billion dollars of loss is caused by teenage shoplifters.

The little things that many shoplifters take certainly add up to a lot of dollars. These dollars have to be taken from the profits of business or the costs are added on to the cost of items purchased by customers who PAY FOR WHAT THEY TAKE HOME FROM A STORE!

Here are some statements about SHOPLIFTERS. Do you think that they are true or false?

1. Shoplifting is done mostly by poor people.
2. Shoplifting is done mostly by teenagers.
3. Shoplifting is done because people cannot pay for what they need.
4. Shoplifting is not a serious offense of the law.
5. Shoplifters are rarely caught by store clerks and are rarely prosecuted.
6. Youthful shoplifters often shoplift for "kicks."
7. Youthful shoplifters often shoplift to impress their friends.
8. A few shoplifters are kleptomaniacs, or compulsive stealers, who steal for the sake of stealing.
9. More teenagers are arrested for shoplifting than any other offense.

 1-5 = F 6-9 = T

ROLE PLAYING

General Objectives:

To be able to define shoplifting. Also, to understand why it is legally and morally wrong.

Initiating Questions:

1. Is there ever a good reason for shoplifting?
2. Is there levels of seriousness? For instance, should the consequences be the same for an item that was taken that cost $1.50 in comparison to an item that cost $50.00?

Activity:

Have a department store set up in the back of the room. The children can bring in items of jewelry, clothing and small appliances, etc., from home. Get the children involved in pricing and tagging the merchandise.

Choose clerks, a store detective and shoppers. Select one of the shoppers to be the shoplifter. No one else in the class knows who the person is.

The rest of the children are observers.

Run through the situation twice.

First time through--The person is not apprehended. The observers watch closely until they think they see the person take the item; they raise their hands.

Discussion:

1. Were the children observant?
2. Did they discover the thief?
3. How expensive was the item?
4. What was the motivation behind the shoplifting (the person should have some reason already decided on)?
5. Was the reason a good one?
6. Is there such a thing as a good reason for shoplifting?

Find out how the person felt while he/she was doing the act.

Second time through--**Select a new "thief."** The person should be intructed to be obvious enough to get caught. A different priced item should be stolen with a different motivation.

This time the person is apprehended by the store detective.

1. Were there any witnesses?

2. **Are the witnesses willing to admit they saw the person take the item?**

Let the observers decide what should be done with the offender.

Teaching Aides: **Fat Albert movie series - McGraw HillFilms available from your school Guidance Counselor (Wauchula)**

SHOPLIFTING

The other day when I was in a local store, I noticed a little boy near the candy counter. He picked up a handful of bubblegum and placed it in his pocket. Have you ever seen anyone put something in their pocket that didn't belong to them? A brother? A sister? A friend? Well, can someone tell me what we call a person who puts something, (or the act of putting) that belongs to a store, in their pocket or purse, and walks out without paying for the item or items?

SKIT: Everyone Does It - Why Can't I?

Characters: Narrator, Kathy, Lynda, Saleswoman, Store Detective

NARRATOR: Scene 1 takes place after school, Kathy and her friend Lynda enter a local variety store.

KATHY: Teddy says it's easy Lynda. Just stand in front of me at the cosmetic counter. If you see anyone looking or coming, step on my foot, accidentally, of course, pretend to trip over me.

LYNDA: I'm scared, Kathy. Gee, if we get caught!

KATHY: Sh...! We're not going to get caught. Teddy says he does it all the time. He's shown me some neat things that he's ripped off!

LYNDA: Well, maybe...if you promise. Kathy, you've got to promise...just this one time. If my mom and dad ever found out....OOOOOOO!

KATHY: Oh, I'm not afraid. Lynda, you're chicken. You're just a big overgrown chicken!

NARRATOR: It's Scene 2 and Kathy has her hands on a package of lipstick. She starts to rip the package open when Lynda suddenly steps on her foot. Kathy turns around to see the saleslady standing just around the corner.

KATHY: Gosh, Lynda! You didn't have to step on my foot so hard! I won't be able to dance tomorrow night, my foot will be so sore!

LYNDA: Kathy, is that all you're worried about? That saleslady almost saw you. Don't you care?

KATHY: Oh, Lynda, you are just imagining things. That old lady is too nearsighted to see what I was doing.

LYNDA: I don't know, Kathy. She was sure staring at us.

NARRATOR: Scene 3 - The girls are about to leave the store. A little old lady walks up to them.

STORE DETECTIVE: Girls, would you turn around and go back into the store with me? I'm the store detective.

LYNDA: Oh, Kathy. I told you not to do it!

KATHY: Shut up, Lynda! Ma'am, you must be mistaken. I didn't do anything. I don't know what you're talking about... Lynda, stop crying. We didn't do anything wrong!

NARRATOR: Scene 4 - The girls are searched in the manager's office. The manager and the store detective find 3 lipsticks and a compact in Kathy's sock. She has no receipt for these items.

1. What do you think happened to Kathy?
2. What do you think happened to Lynda?
3. Was Kathy shoplifting?
4. What do you think the manager of the store said and did?
5. Was Lynda an innocent victim?
6. Was the store a victim?
7. What do you think stores do when many items are stolen?
8. Who pays for these items?
9. Did you know that most of the clothes, cosmetics, toys, costume jewelry in this country, are purchased by kids not much older than you?
10. How could this affect you and your family?
11. What if Kathy hadn't listened to Teddy?
12. Do you think Teddy was a true friend?
13. What if Lynda had refused to go into the store with Kathy?
14. Do you think Kathy would have taken the items?
15. Do you think Kathy and Lynda are still friends?
16. What could you do to discourage a friend from shoplifting?

SHOPLIFTING

This story begins a few years ago in a small town about the size of Wauchula. Mr. Jones, the owner of a small clothing store is talking to Maryann, one of his employees. "Maryanne, Maryanne? Did you notice anyone near the rack containing the jackets? Has anyone purchased one in the last half hours?" "No?" What do you think has happened to the jacket?

Louie, a slightly undernourished boy with large brown eyes, glanced back and forth nervously before he placed the bag of candy in his pocket. As he walked through the front door he heaved a sigh of relief. The next day at school, he happily passed out pieces of chocolate candy to his friends. This was a weekly event in the lives of Louie's friends.

A couple of years later, Louie and a couple of friends walked into Harold's Record Shop on Main Street. Louie "ripped off" (took) a couple of tapes, while his two buddies stood guard. The boys walked through the door with grins from ear to ear. "Hey, Louie, that was real cool." "Oh, that's nothing." "Come on over and see the cassette player and new jacket I ripped off." "That was cool!"

Two years have passed and Louie, a tall, handsome young man with beautiful dark hair, huge dark eyes and a smile that would equal Eric Estrada's, is overheard talking on the telephone. "Yea! It'll be easy. No sweat! See you tonight at 10:30. You know where."

A month later Louie is standing in front of a judge. He was caught stealing a car.

When Louie placed the candy in his pocket and walked out the door, was he committing a crime?

1. Do you think his friends encouraged him to steal the candy?
2. If you had seen Louie stealing the candy, would you have said anything to him?
3. Do you think he would have listened to you?
4. What could you have done if he refused to listen?
5. Do you think Louie's friends encouraged him to steal the tapes?
6. If they were true friends, what should they have said or done?
7. Do you think Louie was frightened the first time he took candy?

8. What if Louie had been caught stealing the candy?
9. Was this an example of shoplifting?
10. What if Louie hadn't been caught stealing a car?
11. What might have happened?
12. Do you think Louie will steal again?
13. If so, what do you think will happen to him?
14. Do you think major crimes begin with thefts, such as shoplifting?

SHOPLIFTING

What kind of word is shoplifiting? What is the meaning of each? What does the term shoplifting mean to you? Is there a difference between shoplifting and stealing? Examples.

Have you ever been involved in any way with a shoplifting case? Do you know anyone who has ever been involved in a shoplifting case?

On Thursday afternoon Mrs. White stopped at the Elementary School to pick up her ten year old son. The quiet of the afternonon was soon shattered by the piercing sound of the dismissal bell. Students began pouring from every door. Soon Mrs. White spotted Tim moving toward the car. It had been a rather bad day and Tim was glad it was time to go home. He greeted his mother as he slid on to the seat beside her.

Mrs. White told Tim it was necessary for her to stop at the supermarket to shop since she had been unable to do so earlier in the day. Tim and his mother took a grocery cart and started down the aisle. As they passed the candy section, Tim put a package of 6 candy bars in the cart. Mrs. White did not approve and put the candy back on the shelf. At this point Tim let his mother move on without him. He looked at other candy, but still wanted this particular candy bar. Glancing around and seeing no other shoppers in the aisle, he quickly opened the package, removed one bar of candy, replaced the package on the shelf and left the store. Once outside he ate the candy and proceeded to wait for Mrs. White to finish her shopping and return to the car.

1. Is it really serious since Tim only took one bar?

2. Should he tell his mother?

3. Should he remain silent?

4. Who is the loser? Who pays?

5. Was this premeditated?

Suppose a friend sees Tim take the candy. Should the friend (1) tell Tim what he has seen? (2) report this to the authorities? (a) school authorities (b) law enforcement (c) his parents, (d) Tim's parents (3) tell a group of friends and forget it?

1. **What would you do?**

2. **What do you think about punishment?**

One solution - Tim must face the store manager, offer an apology and pay for the candy. Explain terms felony, misdemeanor. Have school security officer come for a session.

Tom and Wayne are sixteen years old and best friends. The boys spend every afternoon in Tom's garage fixing up an old pick-up truck which Tom bought with money earned over a period of years mowing lawns. The small monthly payments for the balance owed will be paid with money earned from a Saturday job on a ranch about 15 miles from town. Both boys have a job there and Wayne will share with Tom the cost of the gasoline.

The truck needs new spark plugs in order to make the trip to work on Saturday. Tom and Wayne realize by Wednesday that the plugs are a "must" but the problem is no money until Saturday. The two boys decide to take the item from the local automotive shop thus assuring them reliable transportation for work.

1. Do you think this act was justified? Explain.

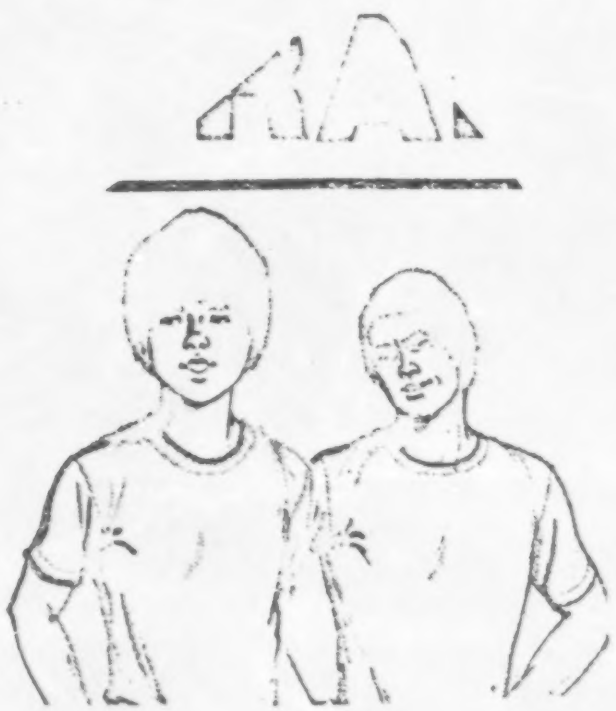
2. When is shoplifting justified? Ever?

3. How could this situation have been handled with no risk?

4. Was this premeditated?

5. Suppose the shop owner sees the boys take the spark plugs? What action will he take? What would you do?

6. If this is the first offense, probably an apology and work at the shop to pay for the merchandise. If this is not a first offense, the punishment would be much more severe.



WHAT SHOULD BE DONE?.....

Kathy and Debbie went shopping together in Wauchula. They decided to try on some items of clothing that they might buy. Once they were in the dressing room, Debbie watched Kathy put on a bathing suit under her own clothes and prepare to leave.

"Wait a minute. I don't want any part of this. If we're stopped by the salesperson, I don't know anything about it....understand?" said Debbie.

The two girls casually walked out of the store. BUT just as they got to the sidewalk, they were stopped. They were both accused of shoplifting.

Linda and Mary had talked about shoplifting one afternoon when there wasn't anything to do. "I bet you'd be afraid to try it!," dared Linda. "I am not! I'm not afraid to do anything!," answered Mary who liked to impress Linda.

The girls decided to go to the shopping center and to take one item from two or three stores to prove to one another that they COULD DO IT. ...and get away with it.

Going into one store, the girls awaited until they thought that no one was looking. Then, Linda slipped a bracelet into her purse. Mary, at another counter, slipped a lipstick into her pocket.

The girls smiled at one another and walked toward the door. Just as they got to the door, a salesman grabed both of them by the arm. The good feelings were gone! They visited the store manager. She was irritated with them.

WHAT SHOULD BE DONE?.....

Case 1. Zack and his mother are shopping for groceries in Wauchula. It appears that Zack, 7 years old, is hungry and his mother lets him open a little box of animal crackers. As she is finishing shopping, Zack has finished off the box of crackers! His mother takes the box and hides it behind the toilet paper on the shelf. Then, she goes to the checkout counter to pay for the groceries.

Case 2. Melody's friends all wear designer jeans. They are the really big thing to have! Unfortunately, Melody's parents simply refuse to spend the extra money to buy designer jeans, and continue to buy her Levi's jeans. Angry, Melody wants to avoid the teasing of her friends. She goes into a store and gets four different pairs of designer jeans without paying for them! She thought that she was quite clever.

Case 3. Of course the sign said no food in the store, but they couldn't leave their ice cream cones outside! The three girls went into the clothing store ...and sure enough, ice cream was spilled on three new dresses on the racks. Quietly, the girls slipped out of the store without telling anyone. Now the store keeper will have to try to sell those dresses for half price.

Case 4. This year has been so dry that the local farm workers have not made enough money to go north to pick other crops. Dry weather in the north means that there is little to pick there anyway. Therefore, Sam and his family are stuck with very little money to live on. One day Sam is caught stealing a ham sandwich in the local super market. He says that there is little to eat at home and in the past he has stolen groceries from the store without getting caught.

Has "shoplifting" occurred in each of the above situations? What should be done to the shoplifters in each case?

If the police are called in by the storeowner, the shoplifter will be warned of his/her rights (see the form on the next page) and, for children, their parents will be called. The police officer or sheriff's deputy will fill out an "Offense Report" (see the following page).

Before any questioning of the individual in custody is commenced, the following statement will be read to him:

PLACE_____

TIME_____

DATE_____

YOUR RIGHTS

You are hereby advised that you have a right to remain silent and you do not have to say anything unless you choose to do so. Do you understand?

Anything you do say may be used against you in a court of law. Do you understand?

You have the right to have an attorney present with you during any questioning now or in the future. Do you have an attorney?

If you can not afford an attorney, the court will appoint one to represent you.

If you do not have an attorney presently available, you have a right to remain silent until you have had an opportunity to consult with one.

WAIVER

I have heard the questions asked above. I understand whay my rights are. I am willing to answer questions and make a statement. I do not want a lawyer. I understand and know what I am doing. No promises or threats have been made to me and no pressure of any kind has been used against me.

Signed_____

Sworn to and subscribed before me,
this undersigned authority, this
_____day of_____, 19_____

_____
Notary Public

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HARDEE COUNTY SHERIFF'S DEPARTMENT
★ OFFENSE REPORT ★
(CRIMES AGAINST PROPERTY)

OFFENSE NO. _____ COMP. NO. _____

CLASSIFICATION

ZONE _____

Complainant's Name (firm name if business)	Age	R/S	DOB	Phone (bus.)	Phone (res.)

Mailing Address	City	State	Business, employment, school, etc.

Street Address	City	State	Will complainant prosecute

Place where offense occurred	Type of structure, area, etc.

Modus Operandi

Reported by	Mailing Address	City	State

Street Address	City	State	Phone (bus.)	Phone (res.)

Reported to	Day, Date, Time of report	How reported

Day, Date, Time of offense	Officer's arrival time

Stolen/Damaged Property:

Qty.	Name/Description	Age	Value
	Total Value		

Narrative (Brief summary of offense)

Investigating Officer(s) _____ Report by _____ Date _____

This case is ___ Cleared ___ Unfounded ___ Active ___ Other Approved by 77 Date _____

SHOPLIFTING

Have you ever needed something for school or yourself that you and your parents weren't able to afford at that time?

1. What did you do?

2. What would have been some alternatives? (ways of getting what you wanted)

Have you ever known anyone, or perhaps seen someone, who just slipped what they needed into a coat or purse? What is that called besides "stealing?"

ACTIVITY:

Distribute collected newspapers from the past several weeks. Tell the students to search the news articles and see if they can find any situations that could be put in the shoplifting category.

Now, tell the students to listen closely to the case that you are going to read.

Kelly is a fifth grader at Wauchula Elementary School. She occasionally "gets in" with the popular crowd, but that seems to only happen when she has something to give them. It's then that she feels a part of that group. Otherwise, she is usually left alone with the other "outcasts" of her homeroom.

Her mom and dad are hard-working members of society's middle class; however, money doesn't stretch far enough for Kelly to treat the girls and guys in the class very often. It's many a day that she goes to school without those fancy jeans and clothes that the other kids are wearing.

It's nearing Christmas and Kelly longs to have a present for all of them...just a little something! Maybe that way she would be their friend for a while at least.

That afternoon Kelly happened to go into Eckerd's Drug Store with her mother to pick up a few necessities. She was over looking at the pretty hair barettes and ribbons while her mother did her shopping. Suddenly it occurred to Kelly that this would be a nice gift for the girls. All of a sudden she found herself stuffing a pack of both the barettes and ribbons into her pocketbook and closing it quickly. She felt a hand grasp her shoulder...she jumped and shrieked! She was a bundle of nerves! Looking up, she saw her mother standing there completely astonished at Kelly's behavior. Her mother only wanted to know if she was ready to go! Boy! How do you spell relief?!?@ Kelly was more than ready to go...

Comprehension Questions:

1. Why did she feel she had to do this?

2. Have you ever felt like you were in the same "boat?" Why? What did you do about it?

3. What is the difference between stealing and shoplifting?

Probing Questions:

1. Does the story really stop where I quit reading?

2. What would be some possible conclusions?

   - caught - seen by store clerk - what would happen then?
   - got so far as to give away and then have to go get the gifts back and tell what she's done.

3. Who was Kelly stealing from? Was it really Eckerds? (make the point that it's from a person)

4. How would you feel if you were Kelly?

5. What would you have done if you had seen Kelly take the barettes and ribbons?

6. Would you have done what she did?

7. What do you think drove her to the point of doing it?

8. Think of the possibility that if Kelly was caught this time, do you suppose it could be the start of a bad habit?

9. Do you think she realized what she was doing at the time? And the consequences?

Teacher give knowledge of shoplifting and the substantive law that relates:

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Closing Activity:

Have the students get in small groups and write their own situations and then role-play with the group that wrote the article acting out the situations. The remainder of class can be set up as court: with judge and jury.

Use "Fat Albert" Shoplifting film - available from McGraw Hill Films.

Possible speakers: Store Owners - to discuss ways buyers can avoid the appearance of being shoplifters.

Police/Sheriff

Possible field trip - Sheriff's Department

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SHOPLIFTING

Has anyone ever stolen anything from you? What kinds of things did you have stolen? How did you feel? What if something was stolen from you that you had worked hard on?

Laura is a talkative girl in your class. Everyone likes Laura and she is your friend. Jerry is a boy in your class. He is a shy boy who is well liked, too. Laura always finishes her work before everyone else and then she plays learning center games.

One day Jerry hands in his paper. He has a tendency to forget to put his name on his papers, so he goes back to the stack to check. He cannot find his paper. He looks everywhere and then he goes and tells the teacher, Mrs. Joyce. Mrs. Joyce helps him look for the paper. She has him check his desk to be sure he handed in the paper. When they still can't find the paper, she asks the other boys and girls if they've picked a paper up by mistake. No one has seen the paper. Mrs. Joyce decides to look through everyone's desks.

Mrs. Joyce makes it to the last row of children without finding the paper. On coming to the last desk in the row, Laura tells her there is no need to look through the desk. Mrs. Joyce says she realizes this. But she's been through everyone else's, so it's only fair.

When Mrs. Joyce looks in Laura's desk, she sees a folded paper. When Mrs. Joyce pulls the paper out, she is shocked to see Jerry's paper! Laura has erased his name and put her name over it. She planned to hand it in as her own. The class and Mrs. Joyce are shocked that Laura would do this. Laura is punished and Jerry's paper is returned.

1. Why did Jerry go back to look for his paper?
2. Where does he look for his paper?
3. Who does Jerry get to help him?
4. Where does Mrs. Joyce look?
5. Where does she find the paper?
6. How would you have felt as Laura's friend?
7. How would youhave felt if you had been Jerry?
8. How would you have felt if you had been Laura?
9. What do you think Laura's punishment should have been?

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10. How would you have felt if Laura was your cousin on your sister?

11. If you had seen Laura take the paper, would you have told Mrs. Joyce, or would you have let her look for it?

12. Do you think Laura should have been punished for taking Jerry's paper? Why or why not?

Wednesday News
the Friday News
epted for the Sunday Shopper

Classifieds

Sheriff's Report

During the past week, sheriff's deputies in
vestigated the following incidents and made the
following arrests:
Oct. 16, Mary Teld Sullivar, 20, was arrested in
the Eagle Store in the Wauchula Plaza on charges o
retail theft ($2.11) without paying for it. She was released
Anbesh ($2.11) without paying for it. She was released
from jail on $200 bond the same day.
Oct. 18, Lee A. Cozied, 27, was arrested at 3
Chamberlain Blvd. on charges of spouse abuse and
resisting arrest with force. He was being held in jail in
lieu of $2,2 cash or $1,012 surety bond.
Oct. 19, James Williamson of Polk Road reported
that his home was burglarized within the past four
days. Deputies found no sign of forced entry. The
following items were reported stolen: 12-gauge
revelation pump shotgun (sn: 1250), 410 gauge Remington
automatic shotgun (sn: 1250), and .30-30 caliber rifle
shotgun (sn: [illegible]). Value of the property was
17. Persons or persons with information concerning
the burglary are asked to call the Sheriff's Office.

SHOPLIFTING

* What is shoplifting?

* Have you ever known anyone who has shoplifted? (no names mentioned)

* Have you ever taken anything from a store without paying?

* What do you think the penalty is if you're caught shoplifting?

* When someone steals from a store, who is the "victim" of the crime?

This is the story of a 14 year old girl named Karen. Like all young girls, she likes new and pretty things. But Karen's parents work hard forthe little money they have and they can't afford to buy her many new clothes or pretty things. Karen is often jealous of the other girls at school because many of them wear the latest fashions and have stylish shoes, purses, and jewelry. Karen mostly wears her sister's hand-me-downs and doesn't have so much as a pretty ribbon for her hair.

Karen often walks home from school via the mall where she spends time looking through the shops admiring all the lovely things. But, one day, as Karen was "window shopping", she felt herself becoming angry and wanted to cry. "It isn't fair!," she thought. "I deserve nice things too." Just then Karen walked by a display of jewelry. She saw a lovely gold necklace in a black velvet box setting on the counter. She looked around, but saw no clerks nearby. "That would be wonderful to wear to school tomorrow!", she thought. Karen grabbed the necklace in the box and slipped it into her jacket pocket.

Before Karen could reach the door to leave, a guard in uniform stopped her. She was taken to the store office and the police, and her parents, were called. Karen was shocked when she learned that the necklace she'd taken cost $24.00. "I didn't know it was real gold," she said. "I'd never have taken it if I'd have known it was so expensive."

Just then Karen's parents arrived. Walking in behind them were two policemen.

1. What crime did Karen commit?

2. What did she take from the store?

3. What made her decide to steal?

4. What happened as a result of her shoplifting?

5. What was Karen shocked to find out about the item she'd taken?

6. What could Karen have done so she could have afforded some nice things and avoided steling? (babysitting, clean yards, etc.)

7. How do you think Karen felt when she was caught?

8. How do you think her parents felt?

9. If she hadn't been caught, do you think she'd have tried to shoplift again?

10. What penalties do you think Karen may have to face as a result of her shoplifting?

11. Would her act have been less of a crime if the necklace had been less expensive?

Teacher Notes:

As a follow-up to this activity, I would have, on the following day, a city police officer speak with the students on the following topics:

* What would most likely happen to a girl like Karen--a first time offender?

* What if she's had a prior history of stealing?

* What is the minimum penalty for shoplifting? The maximum?

* Would the girl in the story have a police record after such an incident?

* Would penalties for shoplifting vary depending on the value of items taken?

THINKING ABOUT INTENTIONS

THE CASE OF ALFRED. Alfred meets a friend who is very poor. This friend tells him that he has had no dinner that day because there was nothing to eat in his home. Then Alfred goes into a store and, since he has no money, he waits until the clerk's back is turned and steals a candy bar. Alfred runs out and gives the candy to his friend.

THE CASE OF HENRIETTE. Henriette goes into a store. She sees a pretty piece of red ribbon on a table. She thinks that it would look great on her new dress. So, while the salesperson's back is turned, she steals the ribbon. She goes quickly out of the store.

1. Which case study involved the more serious act of theft?

2. Which person, Alfred or Henriette, should receive the more severe punishment? What should the punishment be in each case? Why?

SHOPLIFTING

Have you ever missed money that you placed on your desk? Have you ever had your pencil taken ten minutes after you bought it? Have you ever had your jacket taken from the hanger? Have you ever picked up someone else's property and kept it for your own because no one else was around?

Mrs. Lowe is your teacher. There are 22 children in your class. Everyday Mrs. Lowe asks, "Does anyone have the book Heathcliff? Has anyone seen the poem 'Clouds'? Johnny's missing a blue pencil. Has anyone seen it? Janie has misplaced a quarter. Everyone please look for it. Did anyone find it?"

Everyday Mrs. Lowe gets the same answers: "No!" "I've never even seen that book, poem!" "I promise I don't have it!" And the answers go on and on.

Weeks pass and Mrs. Lowe is missing many possessions and several class members are, too. You've had many talks in your class about stealing and keeping your possessions on your person so they won't get taken.

You ride bus 23 and everyday you see Chris's pockets jammed with things that you have heard asked for in your class. Chris begins to brag to the other children about how he fools Mrs. Lowe and the other class members. He gives the children on his bus presents (the gifts are things he has stolen) and they all think he's a great guy. You like him because he's never taken anything of yours.

Now that you know, you have to make an important decision.

1. Who is stealing things in Mrs. Lowe's class?
2. Is he ashamed of what he does?
3. Do the other children dislike Chris for what he does?
4. How do you feel toward Chris?
5. Do you tell your teacher or do you let Chris keep taking things from your classmates and your teacher?
6. What other ways could you help Chris without telling Mrs. Lowe?
7. What will happen to Chris if someone doesn't help him now?

SHOPLIFTING

Have you ever worked to save money for something? Do you have trouble deciding which one to buy? Would you steal one object if you couldn't pay for both?

Mary really hated doing the extra chores around the house but if she was to buy a new swimming suit, she had to work for it.

Finally, she had enough money saved up. No more extra work for her! Saturday was finally here and Mary was the first one in the clothing store, racing towards the swimming suits. Boy! So many colors, styles. Hoping not to feel like a bother to the clerk, Mary wanted to try on the 6 different suits she had carefully, but with much difficulty, picked out. Though the sign said only 2 garments in at one time, Mary was too impatient and she took in all 6. Making up her mind was even more difficult now. Trying each one on was fun but she could only get one. Two suits remained from the 6. "Why are decisions so difficult," she thought. The thought of stealing never occurred to Mary before, but now it was such a temptation. It was simple. Just wear one under her clothes and buy one. Simple! Why was she sweating at the checkout counter? Mary carefully counted out the money, and began walking out the door. What was the noise? Why did everyone begin to look at her? Surely the cashier remembered her buying the swimming suit. Why did they ask her to go into the store office? Mary offered to give one suit back, but the manager was still dialing the police number.

1. Why did Mary work the extra time?
2. Why did she want to try so many suits on?
3. Did the sign mean what it said? Why is the sign there?
4. What would have been the right thing for Mary to do? Why didn't she select one suit?
5. Was Mary's actions wise, right? Could Mary have fixed the trouble by giving one suit back? Why not?
6. Did Mary really steal even if she hadn't gone outside yet? Should Mary be turned in to the police?

Have you ever been asked to join a club or group? Did you ever want to belong to some group? Was there a requirement for joining? Was the requirement illegal? Would this stop you from wanting to join the group?

Tommy had been at Mayfield Junior High now for two weeks and still felt like an outsider. Even though he had seen several groups at school, none had really talked to him or made him feel at home.

By the end of the third week, Tommy was really getting depressed. The groups of boys would take out after school to do whatever they did and Tommy, wishing to be a part, would just walk home. Next day after second period, Tommy was stopped in the hall by Joe. The conversation was the usual stuff, but as the bell was ringing, Tommy heard what he believed was an invitation to join Joe's gang. All through that day Tommy couldn't think straight. At last, the chance of belonging to a gang, any gang.

The dismissal bell rang and Tommy was running to the mentioned place. Soon the gang arrived. Tommy was really excited someone had wanted him. But then the roof fell in on Tommy's dream! What? Steal to join the gang? But what about church, parents, all that training? But the pressure was too much and Tommy agreed. After all, being a part is important to everyone! Saturday came all too fast for Tommy. The big day, the day to officially join the gang. Joe set up the situation by having Tommy steal the baseball glove from the sporting goods store. While the boys managed to keep the cashier busy, Tommy wandered to the glove section. Why did it seem that everyone was watching, watching Tommy? Slowly, clumsily, the glove worked its way into Tommy's jacket. With all the care he could manage, Tommy made his way for the door, not making any noise. With his hand on the door, only steps from freedom and becoming an official member, Tommy felt the pressure of a strong claw holding him back. Turning, he saw the rest of the group standing with the owner.

1. Why did Tommy want to join the gang?

2. Why did the thought of stealing not stop Tommy?

3. Was Tommy right for doing what he did? What if you were Tommy?

4. Was the rest of the gang **also** guilty of the theft? Why?

5. What if Tommy had taken along enough money to buy the glove, is he still just as guilty?

6. What should be done to Tommy? The gang?

SHOPLIFTING

Thomas is a 6th grade student at Midville Elementary School. In each of his classes, Thomas is required to have a folder. Thomas has heard his parents talk about how tight money is now days, so he decides not to ask them for money to get folders.

After 2 weeks of school, Thomas' science teacher gets onto him for not having his folder to keep notes in. He embarrasses Thomas in front of the class by asking if he will ever get a science folder. The other teachers are also getting onto him for not having his folders.

On his way home from school that day, Thomas stops in at the Ben Franklin Store on Main Street. As he is walking around, he sees a package of folders for $2.79. Remembering that he has been getting into trouble for not having his folders, he picks them up and puts them into his notebook, then he heads for the front door.

Almost out the front door, Thomas feels a hand on his shoulder. He turns around to hear the store manager saying that he's had it up to here with young punks stealing in his store and that he was going to make an example out of this boy.

Questions for discussion:

1. What caused Thomas to steal the folders?
   - Discuss all reasons
2. Do you think Thomas planned to steal the folders before he went into the store? Why?
3. What mistakes did Thomas make in getting his folders?
4. How do you think the store owner felt about people stealing from him?
5. If you were the judge, how would you handle this case?

Kathy is a 6th grade student at Midville Elementary School, and is a very good student. Her parents get her everything she needs and wants. She is popular with the teachers and all of the other students in the school.

Kathy is also a new member of the Cowboys Little League football

cheerleading squad. She wants to be so good, and she wants the older girls to like her, so she is really pleasant and nice to them.

The older girls tell Kathy and the rest of the new members that in order to be an "in" cheerleader, they must pass a certain test, otherwise the rest of the cheerleading squad will have to ignore you, mess up your cheers and treat you like a jerk. At this, Kathy knew that she would do whatever the older girls told her to do.

Kathy has been told that she must go into a local store and shoplift a bottle of perfume. So Kathy goes into the store and starts walking up and down the aisles, picking things up and putting them down again. As she was going around the store, a salesgirl asked if she could help her find something. As soon as the salesgirl left, Kathy grabbed the perfume and stuffed it in her purse and walked quickly toward the door. Near the door, she saw Mrs. Edmonds, the owner of the store and a member of her church. "I'm sorry, Kathy," she said. "I saw what happened." At this they went to her office and she called the police and Kathy's parents.

Questions for Discussion:

1. What caused Kathy to steal the perfume?
   - Discuss all reasons.

2. How do you think Kathy felt as she went into the store?
   (emotions - nervous, guilt, etc.)

3. How do you think the store owner felt about this?

4. If you were the judge, how would you handle this case?

5. What should happen to the older girls? (Can anything be proven?)

Comparison Questions:

1. Compare why Thomas and Kathy stole what they did.

   Did they plan it out, or spontaniously steal it?

   Did they need it?

   Did they ask their parents for it?

2. Who was more in the wrong, and why?

3. If you were the judge of both cases, how would you sentence and handle these children?

4. Who would pay for the loss of goods if the kids had not been caught?

   Who pays for the things stolen when people are not caught?

SHOPLIFTING

During PE at school, Charlie stood and admired the sleek, new Voit football provided by the coach. He remembered the day he asked Coach Trew where he could buy one like it and how much money it would cost. Twenty dollars! Too much for his parents to afford. Oh how he wanted that ball!

Then Charlie had an idea. He could hide this football now and return for it after school. Then it would be his--to play with when he wanted. But where would he hide it? He had another idea. There was a garbage can full of paper behind the old oak tree. Charlie quickly but slyly moved towards the garbage can. Once there, he stuffed the football into the can and covered it with paper. Almost immediately, the whistle blew and all the children lined up to go back to class.

Later that day, after school was out, Charlie returned to the school playground accompanied by Phil and Mark. Charlie walked directly over to the garbage can and pretened to find the football. The three boys, cheerful over Charlie's "find", decided to go over to Charlie's house and play football in his backyard.

The next day, Coach Trew asked about the missing football. The three boys stood in line together and said nothing.

Discussion Questions:

1. Was Charlie guilty of stealing?
2. Did Charlie's desire to own the football make stealing it okay?
3. Do you think Phil and Mark are also guilty of stealing the football? Why? Why not?
4. Do you think Charlie will ever be caught? If so, what should his punishment be? What about Phil and Mark? What if they're never caught?
5. Who was really hurt by this theft?
6. What could be done to prevent this kind of theft from happening again?

WHY DO PEOPLE FOLLOW THE RULES ABOUT NOT STEALING?

Not everyone does follow the rule about being honest and not stealing. Most other people do follow the rule. Why do they follow it?

_____1. Some people are honest because they do not want to be caught stealing.....and get punished by the principal, sherrif's deputy, or their parents

_____2 Some people are honest because being honest makes them feel good.

_____3. Some people are honest and do not steal because they want to avoid being "put down" by other people. They want a good, honest reputation.

_____4. Some people are honest and do not steal because the rule is a good one. Who wants to live around a bunch of stealing people? If everyone was honest, Hardee County would be a better place. I can do my part by not stealing and being honest.

Do these reasons for not shoplifting make sense to you? Which is the best reason for not stealing (shoplifting)?

Can you add more reasons for not shoplifting to this list?

SHOPLIFTING

What is shoplifting? Have you or a friend ever taken something from a store without paying? What does "impulsive" mean? What does "premeditated" mean?

This story is about Tom and Joe, two 15 year old boys. After school and on Saturdays, the boys often to to a local store and look around at various things. They never buy anything--just look. Their favorite department is Records where they look through the latest records and tapes and talk about the different bands and rock groups. The department manager of Records is annoyed by the boys although they've never caused trouble. But he feels they shouldn't be there unless they're paying customers. The manager tells the boys to leave and not to hang around anymore unless they plan to buy something. The boys argue and defend themselves, but it does no good. Grumbling about adults, they leave.

On their way home Tom says, "I've got a great idea! Tomorrow we're gonna fix that old creep." He tells Joe his plan.

The next day the boys go back to the store and enter the Record department. The manager frowns when he sees them coming, but Joe smiles and acts polite. "It's all right sir, I plan to buy something today." The manager is pleasantly surprised. Joe picks up some record discs, a package worth 89¢ and walks to the register. The clerk begins ringing up the sale. As he's doing so, Joe begins asking a number of questions about speakers for a stereo. While the two are busy, Tom steps over to a counter on which there's a box full of cassette tapes on sale. He puts several in each of his jacket pockets and coughs--his signal to Joe. Joe thanks the manager for his help and the boys leave the store laughing and patting each other on the back. "This was so easy!", says Tom. "We'll have to do it again." "I'll bet we can even lift some clothes," adds Joe. "Hey! We can get some neat Christmas gifts this way, too." The boys begin planning their next adventure.

1. Do you think the department manager's attitude toward the boys was "fair?"

2. What was the boys' plan for "getting even?"

3. Do you think their plan took a lot of planning? Practice?

4. What did they steal?

5. Do you think they'll steal again? Why or why not?

6. What motivated the boys to steal?

7. Do you think it was a good way to get even? Why or why not?

8. Will the boys steal again?

9. Was planning the theft worse than if they'd just stolen on impulse? Why or why not?

10. Was what the boys did a crime?

11. Do you think they'll ever be caught?

12. What do you think may happen if they're caught? What do you think should happen to them?

Teacher's Notes:

Present a follow-up lesson on the current laws dealing with the crime of shoplifting. (First offense, several offenses, costs of items, motives, etc.) Obtain information from local police, law information.

SHOPLIFTING FOR GIFTS

June 2, 1981...Tomorrow will be the last day of school for the students of Hardee County, Florida. Kevin is about to end his career as a fifth grader at Wauchula Elementary School. "It would be wonderful to be able to give my teacher, Mrs. Wallace, a special gift to remember me," he thought. Unfortunately, Kevin had no money and didn't have any allowance to use, since his parents were poor. It would be embarrassing for him not to have anything for her since he had mentioned that he was bringing a gift for her in front of some of his peers.

Finally, after exhausting all possibilities of obtaining a gift for Mrs. Wallace legally, Kevin decides he has no alternative. He just has to have something for her tomorrow. Before long, he finds himself standing before rows of gift possibilites in Eckerd's Drugs. He had thought ahead enough to wear his windbreaker. Kevin waited until the clerk was busy with a line of customers and then he grabbed a Norelco Complexion Kit and stuffed it under his coat, parallel with his arm--completely unnoticeable to the human eye. He continued to browse through the store to avoid any suspicion. Finally he was able to slip out the door-free and with a wonderful gift for Mrs. Wallace. "I can't wait until tomorrow...She's going to love this!", he thought.

The next day Kevin waited until the other students had presented the teacher with their farewell gifts. He then was able to make his look like the biggest and best. Mrs. Wallace was speechless! She finally was able to muster the appropriate words of gratitude. She knew Kevin couldn't afford such a gift, but wouldn't it be rude to question him about a gift? Mrs. Wallace just didn't know what to do!

1. What would you have done if you were Mrs. Wallace?

2. Would you have told the teacher if you had known what Kevin had done? Why? Why not?

3. Have you ever picked a bouquet of flowers from a neighbor's yard for your mother or teacher? Is this against the law?

4. How do you think Kevin would have reacted if Mrs. Wallace had questioned him?

5. Have you ever noticed persons giving gifts just to get attention and to "buy" friends?

JUST BECAUSE YOUR PARENTS DO IT, IT'S NOT ALWAYS RIGHT

Michelle went with her family on vacation for two weeks in Georgia. They always went to Georgia, it was nice and peaceful. On their way back, Michelle's dad stopped by a peach orchard and quickly picked a bushel of peaches, put them in the car and they continued on their trip home.

In Jacksonville, they stopped at a souvenier store. While in the store, Michelle's mother picked up some postcards and put them in her purse, then picked up a package of pecans, went through the checkout, paid for the nuts and went out to the car.

Outside of Orlando, Michelle's mom had her dad stop the car next to a grove and picked a basket of oranges. They all got back in the car and continued on.

They decided to go on to Disney World and spend the day. Everything was so expensive. At one store Michelle's dad was shocked at the price of film, so he switched the price on a large roll of film with a cheaper price on a smaller roll. At the snack bar, her dad confused the clerk by having Michelle and her brothers and sister taking the food, asking prices and talking to the clerk. At their table, dad laughs about how he managed to save over five dollars on the cost of the food. At the end of the day, the family continued on home.

Two weeks later, Michelle's parents get a call from the principal of her school asking them to come down for a conference about Michelle. At the conference the parents find out that Michelle had stolen some pencils from the teacher's desk, paper from some of the other kids' folders, and some twinkies from one little boy's desk.

Michelle's parents just couldn't believe that she had done that, why she was from a good home. We all go to church on Sunday and this had never happened before. They promised to discipline her for that.

When they all got home, Michelle's dad took off his belt and punished his daughter.

1. Did Michelle break the rules by stealing? Explain. (Did she take anything of great value?)

2. Did Michelle deserve to be punished? Why or why not? Explain.

3. How do you think Michelle feels? Her parents? The principal? The teacher?

4. Did Michelle know that she was doing wrong? Explain.

5. What type of an example were Michelle's parents?

6. Why weren't her parents punished for what they did? Did they do anything wrong?

PARENTS GETTING CHILDREN TO STEAL FOR THEM

Poor little Joe, he comes from a family of eight kids of which he is the youngest (8 years old). The Jones family lives in a run-down 2 bedroom home with an uncle and cousin. His parents work in a grove and get food stamps and welfare payments. Such a deprived child. Joe has to work in the groves whenever he is not at school. His brothers and sisters also work.

Joe was caught leaving Eckerd's Drugs with an electronic football game. The manager felt sorry for Joe and after receiving an apology with a promise never to do it again, let Joe go.

The poor kid was afraid to go home, his father had probably been drinking again and would beat his butt for coming home empty-handed. Joe knew that his parents expected him to bring home as many radios, elctronic games, cameras and calculators as possible. But after getting caught today he knew that he would have to wait awhile before he could get back into that store again.

1. Why does Joe steal? How do you know?

2. What do you think Joe's parents do with what Joe steals?

3. What happens to Joe when he gets caught? Will it happen every time? Explain.

   a. Would a store prosecute an 8 year old boy?

   b. Do you think Joe has been told to lie to get out of trouble?

4. Is it alright to take from the rich and give to the poor? Why?

5. Do you think Joe's brothers and sisters had to do the same thing when they were younger?

6. What do you think Joe will be doing when he is 16 or 17 years old?

7. If Joe decided to refuse his parent's request to steal, what legal actions could he take?

8. What legal responsibilities do parents have to their children?

WHAT OUGHT TO BE DONE.....TO SHOPLIFTERS?.....

IN MANY MUSLIM COUNTRIES, persons who steal have their hands cut off. This may seem a little extreme. But what are we to do with persons who shoplift? Many persons shoplift repeatedly and drive up the prices for honest shoppers.

Respond to the following suggestions. Do you agree or disagree? Why? (Always be ready to give your reasons for agreeing or disagreeing)

1. Tell shoplifters never to do it again, especially youthful shoplifters.

2. Tell the school principal and teachers of the shoplifter.

3. Tell the parents of youthful shoplifters.

4. Make the shoplifter pay for the merchandise stolen, including youthful shoplifters.

5. Make the shoplifter do work for the store owner and for the good of the community (cut grass in a park, sweep sidewalks).

6. Send convicted youthful shoplifters to detention centers, or to prison if they keep doing shoplifting.

7. Brand the convicted shoplifters with a big S on their faces.

CHECKLIST FOR A CLASSROOM VISIT

Here is a checklist of suggested procedures that should help ensure a successful classroom visit by a resource person. The key to success is to share information and ideas with your guest as far in advance as possible and to plan ahead for whatever special materials and equipment will be needed. This checklist can be adapted to fit a field-trip situation.

A. Briefing the resource person

1. Characteristics of the class or group (age, grade level, size, socioeconomic background, legal and political sophistication) _____
2. Context of presentation (topics currently or previously studied, where this presentation fits in, goals and objectives of presentations) _____
3. Restrictions and special considerations (amount of time available, size and setup of room, availability of special equipment, presence in the group of students with physical or other impairments) _____
4. Appropriate or preferred instructional strategies (lecture, lecture/discussion, panel discussion, debate, role-play, mock trial, case study, games, other) _____

B. Arranging for materials and equipment

5. Print materials (titles and quantities needed, whether duplication will be required, arrangements for necessary duplication) _____
6. Nonprint materials (slides or filmstrips that might need to be ordered or reserved, any necessary audio-visual equipment, newsprint pads, marking pens, etc.) _____

C. Preparing the class

7. Readings or handouts that might need to be read and discussed before the visit _____
8. Questions that need to be prepared in advance by students or teacher _____
9. Procedures for special strategies (role play, mock trial) that require advance explanation or discussion _____

D. Planning for follow-up activities

10. Consultation with resource person about follow-up or extension activities and debriefing techniques or evaluation procedures. _____

Adapted with permission from *Involvement: A Practical Handbook for Teachers* (Carroll County Public Schools and Maryland Bar Association, 1976).

Background for the Resource Person

The idea of using lawyers and law-enforcement officers as human learning resources in classrooms or organizational programs is not a novel one. Many attorneys have participated in law-day programs or spoken to community groups about the justice system. Many police and sheriffs' officers have visited schools, youth groups, and neighborhood associations to talk about their work and about the necessity for citizens to cooperate with and support law-enforcement agencies.

However, in most such cases the contribution of the resource person is confined to standing up before a group and giving a formal or informal speech--a prospect that may be intimidating to even the most-seasoned veteran of a law-enforcement agency, if not to a trial lawyer. While there certainly is value in listening to attorneys and police officers talk about their work, students can often learn more if they are involved in a structured learning strategy that requires their active participation. Such a strategy might be a debate, a mock trial, a game, or a role-playing activity.

Whatever the strategy or content selected, resource persons will benefit by keeping the following general teaching tips in mind.

Getting and Keeping Interest

Whether an audience consists of elementary students, teenagers, or adults, a resource person should be aware that people are invariably most interested in events and issues that touch their lives personally. One way to make a theoretical concept more engaging is to present it in the context of a controversial local issue or a situation relevant to the world of the school or classroom.

Establishing and Maintaining Credibility

Many people have preconceived ideas and possibly negative feelings about attorneys, law-enforcement officers, probation specialists, and other people in law-related occupations. In many cases these negative prejudices stem from the conviction or suspicion that the so-called justice system is anything but just--a belief that may not be without grounds, given personal experiences with the system. Resource persons need to be extremely careful to avoid projecting the impression that the legal and justice system that prevails in this country is perfect, that there is no room for improvement either in conception or in administration. Overt or implicit criticisms of the system should be met, not by defensive arguments, but by the admission that there are inequities both in the system itself and in its administration. However, the resource person

should emphasize the point that it is the right and responsibility of all citizens to work toward reforming and correcting these inequities. One of the major goals of the resource person's presentation should be to get across the idea that the law is a dynamic evolutionary force that often responds to public and community pressures.

Do's and Don't's for Resource Persons

Don't:

--Lecture at students.

--Use jargon or unfamiliar words.

--Come across as being condescending or omniscient.

--Let yourself get angry at heckling or passive unresponsiveness.

--React defensively to criticism about the legal system or your role in it.

--Read a prepared speech.

--Talk in a monotone.

--Assume that students or participants either have or lack knowledge about a given point (check it out).

Do:

--Consider the ages and experiences of students or participants.

--Prepare yourself adequately.

--Maintain eye contact.

--Solicit feedback frequently.

--Encourage active participation by members of the audience.

--Be yourself; let your personality show; come across as a real human being.

Correctional Service of Minnesota
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SHOPLIFTING

Interviews with retailers and store owners in both large cities and small towns in many different locations throughout the United States as well as reports on the problem in Canada reveal the pervasiveness of the problem of shoplifting.

The program examines the statistical record of shoplifting in terms of dollar losses and the participants by age, sex, and occupation. It also examines some of the reasoning behind the act and concludes with various proposed preventive measures, unusual jail and probation sentences, and anti-shoplifting campaigns.

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VANDALISM: COMMUNITY ASSAULT
Secondary

Vandalism--defined by the dictionary as the "willful or malicious destruction or defacement of public or private property"--is not a new phenomenon, but it is clearly more widespread than ever before, as in cases of arson frequently destroying lives as well as property. Who are the vandals? What are their motives? And what are the possible measures for dealing with this costly, increasingly dangerous problem?

1 color filmstrip, teacher's guide, and 1 cassette.....$33.00

SCHOOL CRIME AND VANDALISM

With reviews and abstracts of major studies and articles, this publication provides students with an opportunity to examine the important issues of school crime and vandalism. Reports of successful school programs are presented. Suggestions for student evaluations of their own school environments and guidelines to solving existing or potential problems are offered.

September 1978.....24 pages

Bill of Rights Newsletters. A class set of 35 copies.....$8.00

ORDER FILMS FROM:

Audio-Visual Library Service-Dept. C
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3300 University Avenue S.E.
Minneapolis, Minnesota 55414

SHOPLIFTING--IT'S A LOSING GAME
5C0037
12 min., Color, 1975 -Secondary/Adult
Rental Fee: $20.00

The peer pressure exerted on some young people to shoplift is very strong. Persons who would normally not think of stealing do it when those around them pressure them into it. In this film a young man asks two young women to take an inexpensive item out of a department store for him, and they must decide whether or not to do it. A good discussion provoking film for the junior/senior high student.

VANDALISM: THE MARK OF IMMATURITY 5C0090
12 min., Color, 1977
Rental Fee: $22.00-Upper Elem/High School

Why do kids destroy property? As we watch typical scenes of vandalism, the film teaches its basic lesson: we must think of what comes after--the seriously injured motorist hit by a rock, the burden of repair of park benches or school lockers, and the $1 billion per year cost to us all.